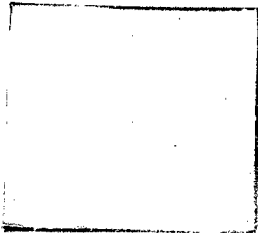


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THE BOARDING SCHOOL
(Organizational Problems and
Experience of Educational Work)

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THE BOARDING SCHOOL

(Organizational Problems and
Experience of Educational Work)

Under the Editorship of
Prof. N. I. Alpatov

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THE BOARDING SCHOOL

(Organizational Problems and
Experience of Educational Work)

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Introduction

In 1956 the outstanding cultural event in our country was the opening of the boarding schools. Founded by a decree of the 20th Congress of the Communist Party of the Soviet Union, these organizations are called upon to raise the standards of the education and upbringing of the young and to help the working out of a new system of child-rearing that would satisfy the demands made upon the educational and character-building work of the schools during the period of construction of Communist Society.

In 40 years, our country has made great economic and cultural forward strides. In the USSR, not only are the citizens legally entitled to an education but they actually avail themselves of this right by attending various kinds of schools. There are broad opportunities for our boys and girls to obtain a secondary and higher education generously financed by the state.

Soviet youth, brought up in the spirit of Communist morality, gives evidence of high labor productivity at factories, plants and kolkhoz and sovkhos fields, on virgin and fallow lands and in erecting new cities, hydro-electric stations and industrial enterprises. Our youth is noted for its vigor and vitality. It is convinced that a Communist society is man's highest ideal and willingly gives its entire strength and knowledge to the service of this ideal.

The successes of the Soviet schools of general education are universally known, but at the same time, they exhibit some serious shortcomings which have attracted the attention of the 20th Party Congress.

The greatest defect in the work of the school is the insufficient relatedness of school to life, the insufficient preparation of the graduates for practical activity. The students do not yet receive the proper theoretical and practical training, they are not sufficiently well acquainted with the most important branches of modern industry and agriculture. The relationship of studies to productive labor and the fostering of a desire to work in factories, plants and in agriculture, is poorly implemented.

What has caused this gulf between school and life? During the last 25 years, the Soviet secondary schools have endeavored to prepare young people for entrance into technical schools and vuzes /higher educational institutions/. They seriously endeavored to combat the basic defect noted by the Central Committee of the Party on 5 September 1931, namely, the fact that the school did not give the students

a sufficient amount of general knowledge, failing to prepare literate persons, well-grounded in the fundamentals of knowledge, for entrance into technical and higher schools.

Soviet education attained notable successes on the road to systematized and solid knowledge. Professional, secondary, and higher schools received better educated, intellectually developed young people who ultimately joined the ranks of Soviet intelligentsia and made a fine contribution to the development of the socialist national economy.

But as our country grew economically and culturally, the school faced new tasks in the light of which a certain degree of separation of our schools from life became evident. During the postwar years, industry and agriculture obtained many new technical improvements whose development as part of the national economy is one of the principal bulwarks of technical progress, and rising labor productivity. The people's economy today has an especial need of people able to master the newest technology in the shortest possible time and to promote its further progress. The country needs educated men with trained minds and able hands, i. e., men familiar with the principles of science and, polytechnically prepared to enter a profession that would enable them to work productively in some field of labor.

At this stage, one-sided intellectual education no longer meets the needs of our society. The schools of general education are facing new problems. These problems stem from the decrees of the 20th Party Congress and give rise to the following aims: to liquidate the separation of education from practical activity; to continue the development of polytechnical education in the schools of general education and the systematic participation of school children in the work of factories, in kolkhozes and sovkhozes, at experimental stations and in workshops; to establish close ties between schools and socially useful labor; to instill into children a Communist attitude toward labor and to continue raising the standards of the entire educational and character-building work of the schools.

The Ministry of Education RSFSR, jointly with the Academy of Pedagogical Sciences, have worked out and are experimentally implementing a new study plan and program. A special subject called "The Bases of Production" has been introduced into school curricula. The amount of time spent in school workshops and in production practice in industry and agriculture has been increased. The programs for a number of subjects are better coordinated with the needs of polytechnical education. Laboratory studies in physics, chemistry and natural sciences have been made more intensive

and woodworking and metal processing machinery and electric shops have been set up everywhere. All this goes to make up the foundation of a good general education and to prepare students for practical activity.

A great deal of work will have to be done in radically improving the work of preparing young students for life. "Preparation of the young for life -- said N. S. Khrushchev at the 13th Komsomol Congress -- for useful labor, the instilling of a profound respect for the principles of socialist society into young people -- this must become the central task of our schools..... The Soviet schools are called upon to train broadly educated people, with a thorough knowledge of basic science who at the same time, would be capable of sustained hard work. They must instill into young persons the desire to be of use to society, to take an active part in the production of goods which society needs. (N. S. Khrushchev, To Bring Up Active and Intelligent Builders of Communist Society. Speech at the 13th Komsomol Congress on 18 April 1958, pub. in Molodaya Gvardiya [Young Guard] 1958, p. 11).

In the very near future, measures to increase the participation of school children in productive labor, which will improve the upbringing of the young, will be implemented.

The Soviet school will also have to resolve many other problems, for example, easing the too heavy load of study material and excessive homework, radically improving the quality of the lessons, organizing subject matter more systematically et al.

The youth of our country has high moral qualities. The Party and the Komsomol, the school and the family, have already done a great deal in the cause of Communist education. However, serious shortcomings are still discernible in our educational practices. In a number of schools, character-building is considered to be the most important part of the lesson, but it is not carried far enough: the study material is poorly used in molding the moral views and convictions of children. Extracurricular activities and the work of school komsomol and pioneer organizations are still hampered by officialdom and formalism. In trying to give the children a moral foundation we rely more on words than on deeds, we make little use of socially useful labor. The educational work of the school and the family is often unrelated and uncoordinated.

In his report at the 20th Party Congress, N. S. Khrushchev justly noted: "As a result of the war many widows bear the brunt of child rearing. Moreover, there are not a few families in which both parents work in factories and

offices. They are able to attend to the rearing of their children only in snatches. In this state of affairs, many children are left in the care of some relative or neighbor, and often are entirely unsupervised. A considerable number of children are left entirely on their own, often with bad consequences. (N. S. Khrushchev, Report to the Central Committee of the Communist Party of the Soviet Union, at the 20th Party Congress, Gospolitizdat., 1956, p. 95).

Indeed, we must not shut our eyes to the presence in the midst of good, hardworking young people, of persons who give lip service to the norms of Communist morality but easily violate them in actual fact. This is most often true of boys and girls who were deprived of the normal influences of family life when they were children. It is necessary to raise the character-building standards of the school, the Komsomol and the pioneer organizations still higher, to strive for a state of affairs in which every young man would be educated, well-mannered and able to do Soviet society the maximum good by his labor.

In our country, public education has been given a wide scope. All the children, starting with age seven, attend schools. Most of the children of preschool age attend kindergartens and nurseries. The country is unstinting in spending money on the continued development of institutions of public education. But schools, kindergartens and nurseries alone, cannot take care of all the problems we are facing.

It is necessary to intensify and improve the relations of these institutions with the family, to render assistance to parents in rearing their children, mindful of the fact that the school and the family remain the most important strongholds of socialist education and that the stronger the friendship and the mutual understanding of the school and the family, the greater the benefits to our children.

The construction of boarding schools is an important task which will be fulfilled with the help of the Soviet public.

Boarding schools are called upon to work out a system of education and indoctrination that would fully satisfy the aims of a Communist society, by educating men to their fullest capacity and making them able and willing to work.

It is necessary to organize in boarding schools the most favorable conditions for the thorough general and polytechnical education of the students, for the inculcation of high moral qualities, the fostering of a good physical and esthetic development and the preparation of children for practical activity in various branches of the national

economy. To enable the boarding schools to resolve these problems successfully it is necessary to carry out consistently the Leninist requirement -- to relate studies to productive labor by students, i. e., to relate school to life.

Thus far, initial experience is being accumulated in boarding schools. But these shoots of the new already testify to the fact that our state has correctly determined the next state in public education and that the boarding schools will actually help form highly developed and educated builders of the Communist society.

It is necessary to make creative use of the experience we have thus far accumulated, to draw correct conclusions from it and to evaluate the various forms of work in boarding schools from the point of view of Communist education.

* * *

History bears witness that every historic epoch developed its own system of upbringing that satisfied the interests of the ruling classes.

"Were we to glance at the recent past, -- noted N. S. Khrushchev, -- we would see that apart from the general schools, the ruling classes had their own system for rearing the young which conformed to the existing social order and the spirit of the times. The state established special children's institutions in which the younger generation was trained in conformity with the interests of the owning classes. These were the Pageskiya Korpusa [Page Corps], the Cadet Corps, the institutes for noble young ladies and others. In these closed educational institutions the children received an aristocratic education. (N. S. Khrushchev, Report of the Central Committee of the Communist Party of the Soviet Union at the 20th Party Congress. Gospolitizdat, 1956, p. 96).

Starting with the 18th century, an aristocratic system of education for the nobility took shape in prerevolutionary Russia, (military academies, various boys' and girls' boarding schools, institutes and other closed schools for the privileged).

Schools for the aristocracy exist in most parts of the world. They include boarding schools, military schools for the nobility and public and "new" schools, in which the children of the privileged segment of the ruling class are reared and educated.

It is not our task to discuss the history of boarding schools for the nobility. However, we shall note that

the first attempts to establish such educational institutions in Russia were made as early as the beginning of the 18th century, when at the orders of Peter I, a Naval Academy was opened in Petersburg where the sons of the nobility received a compulsory general education that included subjects required for service in the navy. The first Russian cadet corps appeared in Petersburg in 1731 and became popular with the nobility. Since then, most of the sons of noblemen were reared in cadet corps whose number grew every decade, reaching 29, in 1917, with a total enrollment of ten thousand.

The cadet corps had a leading place in the system of Russian aristocratic education. The nobles preferred to raise and educate their sons there and were reluctant to place them in any other schools. To be an army officer was the privilege of a noble, hence the cadet corps prepared young men for military service in addition to giving them a general education. From 1863, the cadet corps became preparatory schools for military training schools.

The cadet corps were boarding schools. They had their own buildings and a large staff. They had well equipped classrooms, study halls and laboratories. The students lived at the school and were completely supported by the state. They were given food, uniforms, and everything necessary for their intellectual and physical development as well as military training, games and amusements.

It is natural that an aristocratic upbringing should be alien to the aims of the Soviet schools. Our education has diametrically opposite goals, related to the thorough development of man, the rearing of active builders of Communist society, utterly devoted to the Soviet fatherland.

But even V. I. Lenin pointed to the need to use everything in the experience of the old schools that might be beneficial for the Soviet schools. The experience of exclusive boarding schools of different countries offers many valuable hints on the organization of the day's schedule, on mental and physical education, and also on some methods of teaching and character-building. As N. K. Krupskaya has justly noted that these schools "...are in many ways wisely organized from the pedagogical point of view, but in their aims and spirit they are schools that satisfy the special needs of certain classes of the bourgeoisie. The workers' democracy will make use of their pedagogical experience but it will organize its own schools differently." (N. K. Krupskaya, Works on Pedagogy, Vol. 1, pub., APN RSFSR, M., 1957, p. 348).

Ever since the Soviet state was organized, the Party

and the government have constantly worked on problems of public education, health and child life.

After October, it was decided to establish a socialist, united labor school. This type of school was without precedent in history. It had to be organized not only by using everything that was best in the old schools but by finding new paths.

Those were difficult years. Tens of thousands of children hungry, ragged and cold overran the cities, the railroad stations, the trains and steamships, in search of food and shelter. The children's homes, colonies and receiving stations were overcrowded and it seemed that there would never be an end to the havoc wrought among the young by an era that had been ushered in by an imperialist war, destruction, intervention and the inroads of the White Army.

But the Party did not merely save the power of the Soviets. It saved from death many children who later, with the labor of their hands, helped to build the first socialist state in the world.

The Extraordinary Commission for Combatting Children's Bezprizornost' [homelessness] was organized on the initiative of V. I. Lenin, and headed by F. E. Dzerzhinskiy. Jointly with the organs of Narkompross [People's Commissariat of Education] it organized a broad network of institutions for children who had lost their parents and joined the army of the homeless throughout the country of the Soviets.

From 1918, our country organized experimental-demonstration institutions (OPU). They played a prominent role in the life of the Soviet schools and had a certain amount of influence on methods of teaching and upbringing.

These institutions were first opened on the initiative of individual groups of pedagogues whose primary purpose it was to organize a new type of school as soon as possible. Later, the experimental-demonstration schools were incorporated in the Narkompross system of schools. One of the first types of labor schools was the school commune in which the children and educators composed one labor commune, living and working together. The students were orphaned, partly-orphaned and homeless children.

In the words of A. V. Lunacharskiy, the commune schools primarily resembled farm settlements or communes of small producers based on the principle of self-service. In those years, this was inevitable. At the same time, the experience of the commune schools helped the Soviet schools to resolve many problems of Communist education. The most interesting element in the experience of these institutions was labor education, the organization of productive work by

pupils in agriculture, and the training of pupils to work in industrial enterprises. The commune schools also composed and tested study programs, devised more perfect methods of instruction, organized children's collectives, introduced self-government and resolved many other problems.

The activity of other experimental and demonstration institutions included children's villages, stations and colonies, where the first experiments of Soviet pedagogy were tried out.

The work experience of colony imeni Gor'kiy and commune imeni Dzerzhinskiy, is of particular value to Soviet education. Both institutions were organized by the remarkable Soviet pedagogue, A. S. Makarenko.

In those years, educational theories were at the stage of research into new ways of teaching and raising children. The old scholastic school was the school of cramming and drilling. It trained stereotyped officials. In it, as V. I. Lenin said, children got an immeasurable amount of knowledge, ninth-tenths of which were useless and one-tenth distorted. Education was removed from life. It was impossible to be guided by the experience of the old school and yet it was unwise to reject whatever was good in it and would be of help to the organization of a socialist school.

Let us first discuss the nature of the work of some experimental institutions founded during the first years of the Soviet regime, starting with the commune school.

The educational communes were most frequently organized in a rural area where at that time, the problems of procuring food for children were most easily met. But some of them were in cities. For example, there was an experimental-demonstration guberniy ~~guberniy~~ ^{province} educational commune imeni III International in Voronezh. There was a school village in Vyatka and an experimental-demonstration school commune imeni V. I. Lenin in Kostroma, an experimental educational commune imeni S. Kovalveskiy in Tsaritsin, and a Narkompros educational commune imeni P. N. Lepeshinskiy in Moscow etc.

The urban educational communes had a broad agricultural program for students for the simple reason that the children had to be fed, and that the whole country suffered from food shortages, especially during the Civil War. But at the same time, the labor of children attending city schools was more widely used in industrial production. For example, the Moscow educational commune imeni Lepeshinskiy was related to the Moscow River textile-finishing factory which reprocesses woolen and semi-woolen fabrics. Here, students, 14 yrs of age and over, with the physician's permission

were sent to shops in conformance with their expressed preference, to work four times a week, for two hours daily, from the middle of October until the beginning of April.

The entire cycle of work was broken up into three periods.

The first period, from October to January, gave the students an opportunity to study the machine and to learn to run it without help. During the last week of this period, every pupil kept an account of his output and compared it with the output of adult workers. Calculations showed that the pupils did about 70 to 90 percent of the work of the adults. During the second period, the students worked independently at their machines. They also made systematic observations, sketched, took notes etc., according to a definite plan of theoretical assignments on production topics. In the third period, work at the machine stopped. Most of the attention was concentrated on collating material on production assignments at the factory office and on studying the activities of the factory committee, club, FZU, kindergarten, nursery etc. All this ended with an exhibition and a conference. (R. M. Mikhail'son, From the Experience of Vocational Training in Schools, Narkompress Commune imeni P. N. Lepeshinskiy Sovetskaya Pedagogika /Soviet Pedagogy/, 1958, No. 9).

The work of the school children in the factory was partly coordinated with classroom studies in such subjects as physics, mathematics, chemistry, and biology. Production topics made it possible to gain an insight into the production process, the construction of machines, the organization of labor, and the properties of the material processed. All this was directly related to polytechnical education.

In addition to this, the children worked in the sewing, bookbinding, carpentry, and locksmith shops where they made useful articles.

Vocational training in the commune school imeni Lepeshinskiy gave children a good practical foundation and is worth imitating in our day.

The participation of children in industrial production carried out according to a definite system and connected with work in workshops, gave the students an opportunity to acquire useful knowledge and habits, as it related physical labor to mental development.

Unfortunately, not all city commune schools were directly related to production. Most frequently the children attended classes and lived in the city only in the winter, the rest of the time they lived in the country where they worked on the farms.

The Voronezh Guberniya Nine-Year School-Commune, organized in 1920 to enable the more gifted children from children's homes to continue with their education, had a house ten kilometers out of Voronezh with a plot of land on which animal husbandry and farming were gradually organized.

All the work on the plot was organized by a student self-government which set up the following committees: garden, tool, economic, cultural-educational, sanitation and study. Every committee consisted of three students and a child-supervisor [vospitatel'] or teacher. The daily tasks were assigned by the committees from a plan which was drawn up by the collective for a period of one or two weeks.

The children arose at eight o'clock A. M. Classes were held from ten in the morning until two in the afternoon. Work in the garden was begun at six P. M. and ended at nine P. M.

Educational work lasted all summer. The students made nature studies, carried out experiments, studied live objects. By collecting and processing the material the school was able to establish a regional and natural history museum.

Life in the school commune had a fine effect on the children. It accustomed the children to living in and for a collective, let them see the effort that went into raising every apple, every head of cabbage, what intensive work was necessary for the farmer toiling under the hot sun, to combat pests etc., gave them an opportunity to apply theoretical study materials to living objects, to learn about life and work in the countryside. (Archives of the Ministry of Education RSFSR, Glavsotsvos Fund, OPU Department, for 1923-1925).

The commune consisted of about 100 boys and girls, mostly children of the city proletariat. Many of them were in a very rundown condition and their health had to be considered in giving them work assignments. However, constant exposure to fresh air, physical labor commensurate with strength and an improved diet restored their health and the energy and gaiety normal to children.

The pedagogical council which consisted mainly of teachers, child-supervisors and vocational instructors tried to organize the day to include study, work in the vegetable garden in the summer and in workshops in winter, and rest. The children's collective was given every opportunity to develop initiative. Student self-government attended to many problems, such as the organization of work by students, appointment of monitors, organization of festivals, behavior problems and the like.

The physical living conditions at the school communes during the early years were very difficult. The faculty members and the children had to do everything themselves.

The rural school communes stressed student participation in farm work. In a number of the schools, work in vocational production workshops was also organized.

For example, the Narkompros RSFSR Khot'kovo school commune No. II, opened in 1919 at a distance of four kilometers from Moscow, at station Khot'kovo of Moskovskaya Oblast' in a manor house with outbuildings, several small cottages; a modest greenhouse, about five desyatinas of plowland, and a good vegetable garden equipped with hotbeds. This material base determined its entire trend of work as a rural school (Information about the Khot'kovo school commune was taken from the archives of the Ministry of Education RSFSR, Glavotsvos Fund, OPU Department, op. 3, sv. 3 for 1923-1925).

In a short period of time the school was able to convert the old manor stables and carriage houses to workshops and equip their own electric power station, that supplied electricity to the school buildings and the manor house, as well as the village houses and a small neighboring plant.

During the same period, the field was divided into demonstration plots (the six-field system with fodder grass cultivation); an experimental vegetable garden was planted, and greenhouses and hotbeds put into working order. The students built a stage with scaffolding and special electric wiring.

Soon, the school became the cultural center of the district. It supplied the population with improved garden crops: young cabbage plants and cabbage seeds, tomatoes, turnips, pumpkins etc. The blacksmith shop carried out peasants' orders in making and repairing agricultural tools. There were exhibitions and lectures on agriculture. The school also arranged festivals and gave plays which were well attended by the local population. All these activities earned the sympathy of confidence of the peasants who made free deliveries of firewood to the school and helped it with summer farming.

The Khot'kovo school commune also worked out the methods of conducting a second-class agricultural school that would give the countryside intelligent workers and enlightened citizens.

In this school, studies were organized in a rather individual way. The year was divided into trimesters: winter, spring and autumn. A month and a half long vacation occurred between spring and fall, coinciding with the impor-

tant haying period in which the children took active part by helping their parents.

The winter trimester lasted from 1 October to 1 April. During this period "indoor studies" predominated -- in classrooms, laboratories, and clubs. In the spring and fall, the school moved outdoors for work in the field and garden. There were excursions for the purpose of studying the flora, fauna and geography of the region. Work in the area of geology, botany, zoology, and studies of land cultivation and animal husbandry were intensified during the spring and fall trimesters, leaving less time for the humanities which nevertheless, took an important place in the school's curriculum.

At carpenter, locksmith and blacksmith shops the pupils acquired knowledge necessary for an enlightened agricultural worker. Here, they made simple but essential articles, such as tables, benches, frames and parts of agricultural implements, and also instruments used in the study of physics, and metal housewares, such as pails, basins, locks etc. Several youths took turns at working in the machine section of the electric power station and learned electrical wiring. The younger children devoted a great deal of time to drawing, modeling in clay, and to work with cardboard and paper.

It is noteworthy that problems of discipline in this school commune were negligible. Community life and work, after two or three years, made every pupil feel like one of the masters of the enterprise, responsible for its material and spiritual values. Hence, student self-government was in charge of a considerable part of the school's economy. Student economic committees, working without adult interference, decided on work assignments and even kept the rather complicated accounts.

Student organizations were also in charge of the club, the library, the organization of games, amusements and festivals by acting through the specially elected committees under the guidance of the teachers' council.

Daily, the club organized artistic recitals which were very animated and interesting and gave children an opportunity for creative expression. At these evenings, children acted in improvised plays, recited poetry and ditties and acted out charades. The recitals were well attended by the school's own pupils, pupils from neighboring schools and peasants.

Extensive, interesting and useful work was also done by other experimental demonstration institutions at the center and on the spot, especially by the First Experimental Narkompress Station which was directed for many years by the

well-known pedagogues S. T. Shatskiy, by the Third Gagarinskiy Experimental Station for public education imeni N. V. Chekhov, the Biostation of Youthful Naturalists imeni K. A. Timiryazev and others.

We have already noted that in school communes and children's villages, self-government was widely practiced. The idea that school self-government teaches every child to appraise his forces and possibilities, to consider the importance and results of work, to come closer to life, was stressed in the educational literature of that period, in the texts of the 1923 State Learned Council on self-government in the schools and in the articles of N. K. Krupskaya. To organize self-government is to lay the cornerstone of a solid children's collective, able to live and work rationally.

All this is true, but we should not exaggerate the role of student organization in the school and certainly not allow it take the place of pioneer or komsol organizations. Whoever tries to advocate this in relation to the school communes should be reminded that far from all boarding schools had student organizations and that most often, self-government had broad rights and obligations only wherever komsomol and pioneer organizations were still non-existent.

Nor should we be carried away by the complicated forms of student organization in the boarding schools. In experimental schools it was common to find a clumsy and artificially contrived scheme of self-government. Very often, the children themselves had a poor grasp of such a complicated system of self-government which made an operational flexible resolution of problems difficult.

The best form of organization promoting self-reliance, collective relations and self-government existed at colonies imeni Gor'kiy and imeni Dzerzhinskiy, directed by A. S. Makarenko.

The initial collectives in these institutions were organized according to classes, production, age, duties performed etc. Production was the principal basis at the commune imeni Dzerzhinskiy because it afforded the best solutions to many problems. Makarenko noted that in the early stages, when there is a strong and well-organized collective, it is advisable to set up small groups of children 10 to 14 years of age, permitting as an exception, the inclusion of tots in the brigades of older children, "but in this case it is imperative to check most carefully their individual traits: take into account the influences that would be exerted on the younger child, how he would be treated in the brigade, who would be personally responsible for his life

and work in the brigade, who would give him specific care." (A. S. Makarenko, Works, Vol., V, pub., APN RSFSR, M., 1951, p. 10).

The commune imeni Dzerzhinskiy had some brigades at the beginning which included children of various ages. This kind of organization was very educational because the older children guided the younger, helping them master the traditions, and to acquire good life and work habits. Moreover, the older children learned to be attentive to others, to care for them and, whenever necessary, to demand the fulfillment of collective assignments.

The same practice began to develop in some boarding schools. It proved worthwhile immediately, though the initial collectives were often organized not on the production basis but on the basis of a common dormitory in which children of one age lived together. With an increase in the number of upper grades the initial collectives became more varied.

The constancy of the initial collective was very important because frequent transfers from collective to collective hindered the organization of stable and united brigades.

In addition to production brigades, initial collectives in the communes were made up of children from the same classes; temporary groups were sometimes set up to carry out some individual assignments, though the basic rule of assigning a certain type of work to a whole brigade was generally adhered to.

Makarenko was deeply right when he wrote: "Boarding schools should never regard the dormitory as merely a place to sleep. The dormitory must be a complementary form of labor, economic and political education. The group of children in the dormitory should be bound together by school achievements, production successes, and failures, production struggles, daily production interests -- the growth and successes of the entire collective." (Ibid, p. 12).

The experience of the old boarding schools and children's homes and the newly organized boarding schools fully confirms the correctness of these ideas. Moreover, our personal experience of work in institutions of the boarding school type testifies that the initial collective organized according to grades and dormitories had little educational value, whereas, children banded into groups of gardeners, orchard keepers, carpenters, seamstresses etc., quickly combined into a friendly collective which became invested with social significance.

The school collective in the commune imeni Dzerzhinskiy

and in the colony imeni Gor'kiy, was unified by a common goal that governed all the actions of the members of the organization. For its sake they set up organs of administrations and behaved in a disciplined and responsible manner.

Makarenko said: "Every action of the individual pupil, his every success and failure should be appraised in relation to the common cause, as the success or failure of the common cause. Such educational logic must literally permeate every school day, every movement of the collective." (A. S. Makarenko, Works, Vol., V, APN RSFSR, M., 1951, pages 334-335).

Students of organizations directed by A. S. Makarenko were briefed thoroughly on their aims. They pooled their efforts to attain these aims. Thus, the discipline and sense of responsibility of the collective and of every pupil grew.

A great deal of attention was paid the principle of self-government. Whereas, during the initial period, commanders of brigades were appointed, at a later period, they were elected. The brigade chose its candidate with the immediate participation of the komsomol bureau, the pedagogical collective and the council of commanders. They discussed his qualifications and then elected him at a general meeting of the collective for a period of up to six months. Elections for a longer term were not permitted lest the commander become an official. Moreover, too long a term was considered onerous and it is impossible for the maximum number of students to have the experience of leadership.

The duties and prerogatives of the commander were clearly defined. In the field of production, his main task was the fulfillment of the production plan and the related problems of labor organization. But the commander was not to replace the instructor or the shop manager. He was to confer with them and with their help, to eliminate all shortcomings. In actual life, the commander jointly with his assistant, the komsomol organizer and the athletic director, exacted adherence to the day's schedule, enforced the observance of personal hygiene and of sanitary regulations on the premises and supervised school studies and participation in social work. He worked for comradely relations and civilized speech, and in combating the bad inclinations of individual pupils he encouraged and developed useful interests.

The highest organ of self-government was the general assembly of all the pupils, convened at least once a month. Reports by organs of self-government were reviewed at the general assembly, elections were held and reports on study, production, economic and sanitary problems were heard. The plan figures of the annual estimate, the cost of the pupils'

maintenance, the monthly reports of commanders on classroom progress, the state of discipline, the state of production and output, awards and prizes for pupils, and other problems related to the life of the institution were discussed.

The authority of the general assembly was given all-out support by the administration. If the general assembly made an incorrect decision it was not annulled by the leadership of the commune but was submitted for a new discussion. Makarenko wrote: "The directors of the educational institution must always remember that incorrect and mistaken decisions by the general assembly occur not because the composition of the assembly is bad or inexperienced, but merely because the directors themselves have allowed very serious mistakes to occur in their work, because insufficient care has been given the pupils or because the care has been excessive, causing overabundance in some area, or else, because individual staff members were negligent or unconscientious, finally, because the problem had not been sufficiently well prepared." (A. S. Makarenko, Works, Vol., V, pub., APN RSFSR, M., 1951, p. 23).

Not petty every day matters but broad problems that concern the entire institution should be placed before the general assembly. Even while discussing a specific question the ultimate aims of the institution should never be left out of sight. Hence, the basic theme of the meetings should be progress, the flowering of the institution, the enhancement of the work of character-building, successful school work and production, all this conceived in relation to the achievements and aims of our homeland.

It is known, that in children's institutions, directed by A. S. Makarenko, the council of commanders was the central organ of self-government. It consisted of all the commanders, the chairmen of all the committees, the administrator of the institution, teachers' assistants, and the physician and the director of the school. The secretaries of the komsomol bureaus, and the leader of the pioneer organization were present and had the deciding vote. Consequently, the council of commanders, as a group, was not elected at the general assembly meeting but was composed of representatives of initial collectives each one of whom, in his time, was approved by the general assembly. Thus, the interests not only of the collective as a whole were represented in the commanders' council but also of individual, initial collectives. Such a council resolved the problems connected with the initial collectives easily and quickly. Its decisions became immediately known to all the brigades and quickly and easily put into practice. The council of

commanders could be convened at a moment's notice.

The council directed the work of all other organs of self-government (sanitation committee, economic committee et al), prepared the questions for the next general assembly meeting, resolved current problems in the life of the commune, decided on harvesting assignments, extra working time and Saturday sessions, carried out the decisions of the general assembly, organized cultural campaigns, festivals, excursions, and vacations; transferred the pupils from one brigade to another, assigned buildings to brigades, resolved some problems of a material and financial nature, dispersed undesirable groups and put a stop to undesirable occurrences etc.

The sanitation committee played an important part in the life of the commune. It supervised the cleaning of all the buildings, including the apartments of the staff members, the yard and the storage buildings, and gave particular attention to the cleanliness of the dishes in the kitchen, the personal hygiene pupils and the regular changes of linen, and helped implement sanitary measures. It also gave first-aid in accidents.

The buildings of the commune were kept in a state of remarkable cleanliness and neatness, by the pupils themselves who cleaned the rooms, corridors and classrooms, as well as the meeting rooms, and the yard. Every morning, a member of the sanitation committee inspected all the premises and passed on the cleaning job by checking how the beds were made, whether the furniture had been dusted and especially, whether there was any dust on radiators, windows, closets, behind curtains, pictures etc. After the morning inspection, the pupils' clothing was inspected for missing buttons, belts, and shoe laces, the face and hands were examined. The committee also supervised the conduct of the children in the dining room and saw to it that table manners and habits of cleanliness were observed there.

To carry out the rules of personal hygiene, every brigade had a place for washing the hands, some soap, a towel and scissors and every pupil had tooth powder and a toothbrush.

The commune worked out its own traditions in relation to cleanliness, neatness, an attractive and neat hairdo, clean shoes, the absence of long nails etc.

Makarenko justly believed that the well organized work of the sanitation committee had great pedagogical value: "It is extremely important to teach the children not only to want to be clean and like it, but also to be able to maintain cleanliness, preserve it and demand it....

The beautiful becomes part and parcel of the life of the collective: the sanitation and hygiene standards of the whole institution -- people and buildings -- are raised and habits necessary to civilized people are established." (A. S. Makarenko, Works, Vol., V, Pub., ANP RSFSR, M., 1951, p. 33).

The problems of discipline, encouragement and punishment, are very important in the life of boarding schools and children's homes. Sometimes, these problems are badly handled. In bourgeois pedagogy, discipline is often a means of suppression (Gerbart) or a discipline of natural consequences (Rousseau). At the core of punishment is the principle of suffering. In our pedagogy, the problem of discipline is resolved from another angle. We try to instill conscious inner discipline, the importance of which was stressed by V. I. Lenin.

However, in actual school practice, discipline is still often construed as simple obedience, and self-discipline in children is not cultivated. External discipline presupposes supervision and compulsion; inner discipline implies ability to be ready at any time to do one's duty, without waiting for instructions or orders. This sort of discipline does not come to a child by itself. It is the product of the whole sum of educational influences, primarily the whole student collective, exerted in all areas of life. Makarenko said that discipline in our society has both moral and political implications. We must demand of a man that he refrain from acts that would do good only to himself while they may do harm to other people or to society at large.

In the colony imeni Gor'kiy and in the commune imeni Dzerzhinskiy, serious educational work was done in explaining to the children the meaning and importance of discipline needed by the collective for the attainment of its aims. The children were told that the discipline of order was the first step in surmounting obstacles and meeting the challenge of the difficult tasks and exploits, that life might call upon one to perform. Discipline must be above the interests of an individual and should be an ornament to the collective. "Discipline in the collective amounts to a sense of security, of confidence in one's rights, of the possibilities open to every individual" (A. S. Makarenko, Works, Vol., V, pub., ANP RSFSR, M., 1951, p. 134). This is why discipline makes a man free, but requires of him considerable moral effort in the area of labor, studies, daily life and relations with men.

The commune conducted special exercises to develop

disciplined behavior, for example, brigades and detachments were given extra labor or social assignments which had to be carried out in a specified amount of time. A monitor could give another student any order and such an order had to be implicitly obeyed without a single word of protest. At a signal, sometimes during meals, a motion picture session or a football game, a drill would be held to check the speed with which the whole collective and the individual would respond to a mustering call. To develop orderly discipline, fire drills, and gymnastic drills were organized in any kind of weather etc.

Such drills were infrequent, to prevent fatigue and the converting of a disciplinary duty into a game, but they were very important and may well be recommended to boarding schools, provided they are conducted in a simple, exact and resolute manner.

Punishment was used in the commune imeni Dzerzhinskiy not to inflict suffering but as part of character-building. Before imposing the punishment, the matter was discussed with the pupil immediately after the commission of the misdeed either in the presence of his comrades, in a brief, official and serious tone, or else, privately in a harsher tone. Another method was to give the transgressor time to evaluate his own misconduct before the talk. Such discussions were carried out by the director of the commune or else, were entrusted to two or three older boys.

When the discussions did not bear fruit, the problem of the infraction was put under the jurisdiction of the council of commanders or was discussed at the general assembly meeting. It was not considered obligatory to give a verdict; and often, the matter ended with a lecture or a warning. New arrivals were not punished even for theft, and this was tremendously effective. New students were given an explanation of why stealing was out of the question in a collective and were given a second chance, and thenceforward, carefully watched. But for the same misconduct old students were severely punished, sometimes by expulsion from the school. But generally speaking, punishment in the commune consisted of a public reprimand, followed by a specific order. The method of natural consequences was also used: tardiness at work was punished by temporary suspension, poor work -- with an extra assignment, sloppiness -- with extra cleaning chores, insubordination to the commander or brigade leader and defiant behavior -- with a transfer to the brigade of the strictest commander.

In the commune, punishment was restored to as rarely as possible and only when it was unavoidable. It was

required to be purposeful and to meet with the approval of the whole collective.

Such, in brief, was the work of experimental-demonstration institutions, children's villages and labor communes.

To what conclusions does this experience bring us and in what way can it be utilized by the boarding schools?

The experience of school communes, colonies and children's villages has shown the important influence of labor on the Communist rearing of children. Through common labor, invested with social importance and producing material values, the children became welded into one single, united and able-bodied collective. Labor gave it a vital force, organization and purpose, and at the same time, actively influenced the mental, physical and moral development of children in preparing them for life.

In these schools, the labor of children was usually organized in agriculture, in workshops and in the field of self-service. Child labor was not used at industrial enterprises, except for some institutions, such as the commune imeni Dzerzhinskiy, the school commune imeni Lepenshinskiy and others. Some other problems on which the Soviet school is now working had not yet been posed or resolved. But the experience of organizing productive labor in experimental demonstration institutions has not lost its importance to this day. Productive labor in the workshop, the field, the orchard and vegetable garden and other places was obligatory. Life itself compelled people not merely to work but to work productively, to produce household goods and food-stuffs necessary for survival. Often the work of children in workshops took on the nature of handicraft, and was related mainly to the consumption needs of the school community. But it too helped develop love of work, and this was an extremely important factor in the rearing of the young.

Our boarding schools are obligated to teach productive labor, to foster love and respect for labor. Today, the boarding schools may pose these problems more broadly by relating productive labor not only to the needs of boarding schools but also of socialist industry and agriculture. It is imperative to instill into children an understanding of the social importance of labor for the entire people, for the construction of a Communist society.

It has long been observed that in some educational boarding institutions parasitical and nonproductive moods have appeared among children. This is especially true of the schools of the prerevolutionary period in which young persons from prosperous families were reared. But the

nonproductive spirit may well penetrate into our boarding schools, if they are not properly organized with respect to participation of children in productive labor.

Hence, labor education is necessary for both the practical preparation of children for life and for the inculcation of desirable moral traits. The sooner the school begins to make children take part in socially useful and productive labor in a form that is accessible and does not tax their strength unduly, the sooner it will insulate the pupils from the undesirable views and conduct that still exist among some young persons.

It was pointed out in the report of the CC of the Komsomol, in the speeches of the delegates and especially in the speech of N. S. Khrushchev at the 13th Komsomol Congress, that it was necessary to intensify the labor education of the delegates.

The experience of the school communes and the children's villages and colonies, graphically illustrates the influence of the collective on the lives and development of children. The collective in these schools was guided by the principle of children's self-reliance particularly in the area of labor. Self-reliance and initiative were fostered with the help of adults. Children resolved many of their own problems. The grown-ups merely helped them to understand them and to arrive at the most correct decisions.

The educators believed in the strength of the children's collective opinion and relied on it. They were not disheartened by the presence among the children of disorganizing elements who eventually found a place in the collective and submitted to its will.

To be sure, there were risks, and not a few mistakes were made; however the policy of developing self-reliance in children adopted in the experimental-demonstration institutions fully justified itself. The initiative of the pupils was developed, and interest in the tasks which confronted the institution and the desire to overcome the difficulties and to achieve the best results grew apace.

In our school, the principle of self-reliance is beginning to take its rightful place in the life of the children's collective. The Central Committee of Our Party, and the decrees of recent plenums and komsomol congresses pointed more than once to the importance of developing initiative and self-reliance in children and in the work of children's social organizations. But in actual practice, excessive protectiveness toward pupils had found its way into some boarding schools, is still in evidence.

Boarding schools must broadly foster the self-reliance

of children through komsomol, pioneer and student organizations. They must examine attentively and critically the practice of self-government in boarding schools of the old type.

The Soviet boarding schools have accumulated extensive and interesting experience in many other areas of educational work with children, for example in organizing the day's schedule, in self-service, extracurricular activities and the use of leisure, in drawing the pupils into socially useful work etc. This experience should be used by the boarding schools.

At the same time, we must seek new methods of educating and rearing the young to meet the aims advanced by the 20th Party Congress.

The following chapters of this book are an account of the initial experiences of the boarding schools.

BOARDING SCHOOLS, Organizational Problems.

When the first boarding schools were opened in our country, the local Soviet organs were given a wide latitude in determining the composition of the classes and in resolving some other problems. This made it possible to work out the most acceptable structure for the new school. Boarding schools began not only with elementary but also with advanced classes. It was recommended to have a kindergarten and a nursery in the school organization, to preserve the educational continuity between children of preschool and school age. Most of the schools that opened in 1956 consisted of the first five grades. Thus, in Moscow, ten of 12 boarding schools had grades one to five, and two had grades one to seven. Of the 16 boarding schools in the Chelyabinskaya Oblast, only Magnitogorsk School No. 1 had all ten classes, the rest started with grades one to four or one to six.

Naturally enough, the question arises: of what grades should the future boarding schools be composed. It is too early to tell, but the initial experience permits us to speak in favor of opening new boarding schools, containing classes one to seven. The presence of only young children in the school limits the range of educational work and makes difficult the organization of a unified student labor collective.

The Ural boarding schools which had only the first four grades soon came to this conclusion. In the second year of their work, they began accepting fourth and fifth year students; and this enlivened and diversified the educational work, especially in the field of polytechnical studies, and labor education. To be sure, it is advisable for boarding schools to enroll primarily young school children because children in this age group require particularly careful rearing. Tots left unsupervised for the greater part of the day usually do their homework badly, get little accomplished and eat irregularly. This affects their development adversely. Moreover, the working parents worry more about small children left unattended at home. To counteract this, a longer school day was organized with parental approval. It does not seem advisable to accept older children into newly opened boarding schools. It is better for them to complete their education in the school they had attended all along, and, if need be, to continue their studies in special educational institutions (technical schools of the labor reserves system), equipped with

dormitories. It is difficult; during the first months of the existence of boarding schools, to organize normal living and studying conditions for children of all ages. Advanced classes require the setting up of study halls and laboratories and the organization of production work and many other features that cannot spring into being at a moment's notice.

Apparently, the problem of organizing higher grades can be satisfactorily resolved only if a foundation for it exists, as the experience of the Magnitogorsk boarding school testifies. It had ten classes from the very first and as a result, experienced immense difficulties in organizing normal studies. Considerable difficulties were also encountered by the Ufa Boarding School which was an outgrowth of children's homes and admitted pupils to upper grades from various Bashkir districts.

Boarding schools will eventually have all the classes. This will happen everywhere in the very near future. In the meantime, the student body is limited mainly to lower and intermediate classes.

Most of the boarding schools have from 200 to 300 resident students and the number of non-resident students is usually quite small. This has bred a certain exclusiveness in the life of the boarding school which is difficult to overcome with official measures. Joint activities with other schools and similar methods have been tried without much success. The experience of some boarding schools (the Kaluga, Chelyabinsk and others) which have non-resident students shows that they have a good influence on the school as a whole. Moreover, this enlarges the educational opportunities of other children in the small districts. Cities in which several boarding schools were set up at once were the cities in which great difficulties in providing mass education had been encountered. Likewise, the lack of an adequate number of school buildings interfered with the expansion of the network of boarding schools.

Practical experience shows that boarding schools usually have facilities for 210, 300, 450 or 600 pupils, not counting the nonresident pupils.

We consider the enrollment of visiting pupils in boarding schools a good thing, on condition that they make up not more than one third of the student body. Then the hard core of the children's collective would consist of the permanent residents of the school who would have a good influence on the visiting pupils. In turn, the visiting pupils would introduce some new elements into the life of the children's collective, to their mutual benefit.

The visiting pupils of the lower classes should be

permitted to buy meals at the school and stay there until the end of their parents' work day. This would enable them to do their homework with their classmates and take part in extra-curricular work, in pioneer meetings etc. Visiting children should not be isolated into separate classes and the privileged position of children living in the boarding school should not be stressed in any way.

In 1956, a large number of parents and guardians sought to have their children admitted to boarding schools. The applications were considerably in excess of the available vacancies. The same thing happened in 1957. The boarding schools gave preference to boys and girls who had lost both parents or who came from families with only one adult breadwinner, and to children of disabled veterans of war and labor, that is, children that came from families seeking admission on the basis of need.

Before the rayispolkom committee decided to accept the child into the boarding school, the teachers and child-supervisors of the boarding school, accompanied by public representatives, visited the child's home and school (when-ever the pupil had applied to the second or higher class), and found out about the pupil's scholastic standing, his character, conduct and interests. Every child underwent a medical examination. (In a number of cases, the medical examination was not satisfactory and as a result, some backward children with nervous disorders who should have been placed in forest schools or some other special children's institutions were accepted by the boarding schools. For the same reason, during the very first days of the opening of the boarding school it became necessary to impose a quarantine, evoking the just condemnation of parents. It is imperative to demand higher standards of health examinations of applicants from organs of the health department.) All this, made it possible to consider the applications for admission objectively and to arrive at correct decisions. Preliminary meetings with children also helped the faculty of the school to organize the first steps in their work.

Most of the boarding schools were housed in school buildings, on the premises of teacher institutes or in children's homes. The school buildings had to be adapted to the needs of boarding schools. Dining rooms were set up, classrooms were converted into dormitories, and the corridors were used as lounge rooms and reception rooms etc. To be sure, this complicated the organization of educational and character-building work and interfered with the rest and amusements of children, but on the whole, the boarding schools worked out good living conditions for the children.

For example, the Korkino Boarding School in Chelyabinskaya Oblast conducts classes in a two-story separate building which also houses the study halls; its dormitories occupy two buildings; a separate building houses the dining room, the kitchen and part of the workshops.

The outbuildings in the yard consist of a garage, a stable, a hothouse, and vegetable storage house which incidentally, were built mainly by the pupils themselves. The geographical court, the experimental garden and the flower gardens are nearby. The school has 300 pupils, ranging from first to seventh grade.

Boarding school No. 7 of Dzerzhinskiy Rayon in Moscow is a five year school. It consists of a five-story building, which stands next to a large park (part of it, amounting to about two hectares, has been given to the school). The dining room, the kitchen, and the gymnasium are on the first floor, the classrooms on the second. The third floor consists of the girls' dormitories and the fourth of the boys'. An auditorium, seating 400, is on the fifth floor, as well as table game rooms, a pioneer's room, a library, a reading room and a reception room.

The Dvugavnil'sk Boarding school in Lithuania occupies two buildings. One of them houses the dormitories and the study halls, a library, a dining room and the sewing and carpentry workshops. Next to it is the three story building that houses the classrooms. The boarding school has a large industrial section at which the children acquire practical skills.

The Chelyabinsk Boarding School No. 2, designed for 300 boys and girls, has grades one to six. It was built at the edge of a park from a standard plan. The two top stories house the dormitories. The broad corridors are used as game rooms and study halls. The lower floors consist of classrooms, a gymnasium, a workroom, a library with a reading room, a pioneer clubroom and some extra rooms. The shower baths are in the basement. Next to the school, in a separate building; are the kitchen and the dining room.

Of course, it would be desirable for every boarding school to erect a group of buildings consisting of study and residential buildings, a kitchen-dining room, a gymnasium, a section reserved for scientific experimentation, farming and industrial buildings, and a house for the teaching staff and the technical personnel. But such a construction project would require a great deal of time and enormous outlays. Hence, the boarding schools will be opened in newly built standard school buildings, gradually adding on new structures. Such construction is already taking place. It will make it

possible for the boarding schools to encompass large numbers of children and to establish conditions under which they could live and study well.

In the years to come, the construction of buildings for boarding schools is to be done primarily from standard plans or by expanding the old buildings. For example, by 1957, seven dormitories had already been erected next to boarding schools, making it possible to raise the enrollment of children by two thousand. In the Ulyanovskaya Oblast, five boarding schools for 780 children were built over a short period of time. In the Chelyabinskaya, Voronezhskaya, Tumenskaya, Orenburgskaya, Kalininskaya and other oblasts, the number of boarding schools has considerably increased. The construction of boarding schools by kolkhozes is also beginning. Thus, four kolkhozes near the city of Derbent in the Dagestan Republic, have decided to build a school by the end of the Five Year Plan, with facilities for 600 children, and to this end, began to set aside 20 percent of their total income into an indivisible fund. The kolkhozes appealed to all the kolkhoz members to support their initiative in establishing city, district and inter-district boarding schools.

Undoubtedly, a time will come when our country will be covered with a wide network of new educational institutions in which the children will be receiving a many-sided education and a good preparation for life.

For normal educational and living conditions in the schools it is necessary not only to have buildings but also to equip them properly.

With the help of social organizations, the boarding schools acquired furniture, bed linen, clothing and footwear. In a number of cities the komsomol members gave the children many flowers, toys, and tools, and helped in organizing ball parks and in repairing buildings. The boarding schools got a great deal of help from leading organizations, kolkhozes and sovkhoses, especially in organizing workshops and equipping them with machinery, tools and material, farming implements and machinery for garden plots.

Thus, the Leningrad Boarding School No. 7, equipped a locksmith and cabinetmaking workshop with machines; with the help of the leather combine and the parent plant. Factory No. 8, equipped a dining room, a locksmith shop and a sewing room for Moscow boarding school No. 8. The workers of the oil combine and the electromechanical plant helped the Rostov on Don boarding school to equip workshops, to install radios and to organize the work of technical clubs. The Khalynsk technical school No. 36, of

Saratovskaya Oblast, offering aid as a sponsoring institution, gave the boarding school two tractors, a combine, a sowing machine, ploughs, cultivators, harrows and other farm implements, and a lathe, a polishing machine, a screw-cutting lathe, and a locksmith's lathe, for their vocational workshops, as well as many different wood and metal working tools. The Magnitogorsk metallurgical combine set up good vocational workshops equipped with modern lathes in its boarding schools and organized industrial practice for older pupils. The opening of boarding schools has become the concern of the entire nation.

Of course, it has not been possible to organize everything at once. In some boarding schools (for example, the Chelyabinsk city schools, Nos. 1 and 2) the organization of workshops was delayed. Not all schools have been able to obtain beds and desks of the size needed. But this is a temporary occurrence. In the very near future our boarding schools will be model children's institutions as regards every type of equipment.

One of the principal tasks of many boarding schools is the setting up of vocational-production mechanized workshops. The plans of old school buildings did not include special areas for workshops. Hence it was necessary to set up workshops in classrooms and other unsuitable quarters. Now it is imperative to resolve the problem of putting up buildings with workshops, as soon as possible. These buildings should have room for work benches, machines and other equipment for the cabinet-making, locksmithing, mechanical and sewing shops, and workrooms for the study of mechanics and electricity. The workshops should have adequate space and be normally lighted and heated. The work areas and out-buildings should be correctly laid out. It is not impossible that in some boarding schools such workshops would eventually become part of the workshop organization of the parent plant. Hence, the problem of the construction and equipment of the workshops should be resolved not only from the point of view of the needs of the boarding school itself, but also the needs of production. Consequently, it is advisable to determine the production possibilities of the workshops in advance and to hold conferences with the parent plant about the prospects of the work.

Teaching children to take part in production and in socially useful labor is one of the main tasks of boarding schools. It is an important element in preparing children for life. Teachers' collectives should be alerted to this problem.

All the boarding schools should also have garden

plots at which experimental work in gardening should be done, where poultry, and livestock could be raised. This would be very educational and at the same time would help supply the pupils with their own farm products.

At this early date, the directors of some boarding schools are already planning to become self-supporting. For example, the Korkino Boarding School of Chelyabinskaya Oblast, already has sizeable special account, earned by the labor of the pupils. The school is planning to build large, vocational-industrial workshops in which the children would do productive work and to plant its own garden plots, producing enough to take complete care of the pupils' food needs, thereby saving part of the government allotments for pupil maintenance. Many boarding schools are thinking of embarking on such a project. With the help of Soviet and Party organizations, parent enterprises, and the kolkhozes and sovkhozes, this problem will be resolved in time.

During the initial period of the organization of boarding schools, it was not difficult to staff them with teachers and supervisors. Among the pedagogues there were many enthusiastic men with considerable experience in the work of educating and rearing children in schools or children's homes they proved to be expert educators fond of children and their own profession. They were the first contingent of teachers in boarding schools of which the pedagogical collective was organized. They tackled their work with enthusiasm and quickly achieved noticeable results.

As a result, the boarding schools had a staff of the finest dedicated pedagogues. Among them there were not a few distinguished teachers.

The supervision of the beginners' classes was entrusted to teachers who had a secondary pedagogical education. Teachers who were graduates of pedagogical institutes took charge of intermediate and upper classes.

Curricula, programs and textbooks, similar to those of the public schools, as well as teaching experience, on the whole made it possible for the teachers to hold normal classes, to overcome most of the difficulties and to outline the most immediate goals without too much loss of time. To be sure, not all the problems were resolved at once. Up to now, an understanding between teachers and child-supervisors in regard to the heavy load of homework has not been conclusively reached but some progress has been made.

The problem of finding enough child-supervisors for boarding schools was more difficult to solve. There was a temporary ruling that these supervisors should have a higher education. In selecting and appointing child-supervisors this requirement was usually met, sometimes at the expense of other, more important qualities, particularly necessary for work with younger school children. As a result of this child-supervisors were often men who had a higher pedagogical education and teaching experience with students of intermediate and older groups but were badly prepared for work with tots.

At the beginning, a certain gap between teaching and upbringing in boarding schools occurred. It was seen that teachers and supervisors had not coordinated their work. The administration of the boarding schools had to work hard to coordinate their efforts and it was only after a period of time that the child-supervisors and the teachers formed a united teaching body. This unification was fostered by the discussions held at pedagogical councils and seminars on teaching and rearing problems, by the drawing up of common plans for every quarter, by the working out of a consistent approach to children and by exchanging experience. In a number of cities, permanent seminars of staff members of boarding schools were established, helping resolve the problems of teaching and rearing.

Despite all these circumstances, pedagogical collectives were quickly organized in most boarding schools, and teachers and child-supervisors lived by the same interests. The separation, amounting to an estrangement which at the beginning existed in some places between pedagogues, disappeared. Now it can be asserted that the fact that child-supervisors have a higher education has become an advantage and that most of them have found their rightful place in the boarding schools.

In the early months of the work of the boarding schools, there was a certain number of child-supervisors who failed to notice carelessness in dress, wrinkled stockings, missing buttons, poorly tied pioneer neckties, uncut finger nails and dirty hands, scattered personal things and many other shortcomings in the dress and personal hygiene of the children. These child-supervisors were unaware that these "trifles" were habit-forming, that properly dealt with they taught children to be neat, clean, and to carry themselves well, laying the groundwork for other qualities so important to an adult. A great deal of work had to be done with the child-supervisors to open their eyes to those truths. It was discovered that far from all of them were able to do this type of work.

To be sure, our child-supervisors are not nurses or governesses whose sole function is to teach good manners and clean habits. A child-supervisor in a boarding school must influence the entire spiritual world of the child and guide and direct his mental, moral and physical development, relating them to the objectives of Soviet pedagogy. But as boarding school experience has testified, the child-supervisors often limit their activities to general conversation with the children and pay little heed to ordinary, concrete matters. Many child-supervisors proved to be poorly prepared for extracurricular work, especially anything connected with polytechnical instruction, and production and daily chores.

A great deal has to be taught in boarding schools in the area of self-service, as is usually done in a good family. To sew on a button, to mend a stocking, to make minor repairs of shoes and clothing, to do a good job of washing the dishes, cleaning the silver, dusting the room, washing and waxing the floor, laundering small articles of clothing etc.

The children should be able to do all this themselves. It is known that they love to work with their hands: they like to saw and plane, cut, solder, sew and model in clay, as they try to make a toy or some other useful object for the school. Such labor develops the hands and the mind; it teaches children to concentrate and work hard, and it should be widely practiced. In the family, this is usually taught by the father and mother. In the boarding school, such everyday work should be taught by the child-supervisor. But many child-supervisors do not have either the necessary skill or training, because they themselves, in their time, did not have the proper schooling and did not acquire any kind of "know how."

Children must be guided through art and technical clubs. Recitals and reading conferences, excursions and campaigns should be organized. Wall newspapers should be published, and a great many other extracurricular activities engaged in. This is part of the duties of both the teachers and the child-supervisors. However many forms of extracurricular activities were arrived at by the child-supervisors through the trial and error method. The organizing of recitals and reading sessions, and the publication of wall newspapers, was achieved more easily, because it was related to verbalizing, but activities related to technology and agriculture and requiring some related skills, made poor headway. Children's games are poorly organized in the boarding schools. The child-supervisors often avoid the organization of games because they themselves do not know how to play,

do not know which games should be played indoors and which outdoors, how to draw children into them, what rules to observe, etc. And yet, the pedagogues know that games take an important place in the lives of school children and that to deprive them of a chance to play is to go counter to the nature of childhood.

These shortcomings are also due to the fact that educational institutions prepare students for classroom teaching rather than for child guidance. This is how the curricula of pedagogical institutions were organized. Nine tenths of the time was given over to teaching classroom subjects, and little time and room was left for pedagogical science and child rearing.

In recent years, some changes and improvement have become apparent in the professional training of students. The extending of the course in the schools of education to five years opens up great opportunities for preparing students for the work of child rearing in its many aspects -- teaching, labor, social, polytechnical, athletic, artistic etc., so important for boarding schools.

The most dangerous element in the work of child-rearing is oversupervision or overprotection. It is not so much the result of not understanding the objectives of child-guidance but rather of using only one method of influencing the children -- the spoken word. In using words only, the supervisor plans, exhorts and advises the pupils. It is quite another thing when he is able to show how the work is actually done. Such a supervisor will make the children work together as a united group, he will help them to organize their leisure intelligently and to acquire useful knowledge and habits. He will foster initiative and interest.

What we have said above does not make us conclude that special departments or faculties should be established in schools of education for the purpose of training child-supervisors. Separate training of child-supervisors is superfluous because their work contains all the elements of teaching.

Hence, we recommend not special schools for child-supervisors but a sharp intensification of teacher training in child-rearing. It is desirable to single out groups of students at schools of education who wish to work in boarding schools and to set up special child-rearing courses for their benefit.

Child-supervisors who are already working in boarding schools should attend seminars and practice-teaching sessions. They should be introduced to concrete aspects of labor and to work of clubs; to the organization of large-scale activi-

ties and other forms of extracurricular studies with children.

Such work is already being done with good results by many graduate institutes of teacher training, and by pedagogical departments of the Ministry of Public Education. Child-supervisors acquire practical experience at seminars in working with wood, cardboard, paper, and iron. They learn to make various objects from these materials, familiarize themselves with the methods of organizing recitals, pioneer meetings and excursions and busy themselves with the preparation of collections and herbariums of plants, insects and minerals. They also master the rudiments of cutting and sewing etc. At the same time, the child-supervisors study the pedagogic legacy of N. K. Krupskaya, and A. S. Makarenko and exchange experience. Such work is being done in Moscow, Chelyabinsk, Korkino, Novosibirsk and many other cities.

Since the children attend boarding schools around the clock, the day must be planned with precision and the day's schedule worked out. During the first months, a search for the most sensible regime went on in many boarding schools and it was natural that many mistakes occurred. For example, in many boarding schools, the pupils were obliged to take daytime naps, little time was allowed for outdoor exercise, the meals were badly distributed through the day etc. It is known that in setting up the day's schedule it was necessary to consider the hygienic and pedagogical approach in relation to three age groups consisting of the youngest, the intermediate and older children. The regime of the day must specify the length of the school day, the work day, and the rest periods. It should allow time for meals, extracurricular activities and homework, self service, games and amusements.

It is recommended that seven-year-olds sleep from 11 to 12 hours a day and take a daytime nap. Ten-year old school children should sleep from 10 to 11 hours, eleven to thirteen year old pupils from 9 to ten hours. Older boys and girls, fourteen to seventeen years old should sleep from eight to nine hours. Children who have been weakened by a long illness may have their sleeptime lengthened at the recommendation of a physician.

Children should sleep in a well ventilated room, on a semi-hard mattress, and depending on the time of the year, cover themselves with either a sheet or a blanket. Bed clothes which cause overheating and a restless sleep and sometimes have other abnormal effects should be avoided. It is desirable that transoms or casement windows remain open

through the night, and windows, in warm weather, and even to organize sleep outdoors (in winter in a temperature of up to ten degrees). This is particularly good for small children or children in a run down condition. Noisy active games and amusements or reading in bed should not be allowed before bedtime. Wholesome night sleep refreshes the child and gives him normal energy for the whole day. Rather than take daytime naps, children should take walks and play in the fresh air or indoors, i. e., relax actively, because this is better for their health. Daytime naps are recommended only for first grade pupils and children in a rundown condition.

In some boarding schools meals are served five times a day. However, experience has shown that such frequent meals spoil the appetite and evidently have no practical value. What is important is not how frequently the child eats, though too long intervals between meals are harmful, but what his caloric intake is, and whether the food has all the necessary nutritive elements (albumen, fat, hydrogen, vitamins etc.), and also, how well the child assimilates the nourishment. Four meals a day are adequate for boarding schools. About 25 percent of the day's rations should be consumed at breakfast, 40 percent at dinner, 15 percent at lunch and 20 percent at supper. Breakfast should be eaten no later than one hour after arising, and the evening meal, two hours before bedtime. Boarding school experience speaks in favor of four meals a day, because this results in normal development and gain in weight. A fifth meal only makes work and spoils appetites. In some Chelyabinsk boarding schools, the children were fed five times a day for a period of several months. The children began to eat badly, refused the food and some of them stayed away from the dining room. On the other hand, such frequent meals, especially in boarding schools that have a separate building for the dining room, (for example, the Chelyabinsk city schools, No. 2 and 3, the Korkino school etc.), are time-consuming because the children have to put on and take off their outer clothing, and insufficient time is left for other activities.

Thus far, a great deal of time, from four to six hours, is given to classroom work, and from two to three hours to homework. This is the usual schoolwork load of younger and intermediate students. Can this be considered normal? We think not. Children of 12 and 14 should not be forced to engage in mental labor for nine hours a day. To be sure, the boarding schools should relate their schedules to the study plan of the intermediate school of general education in conformity with which the studies are conducted.

But we think that academic studies in lower classes should not take more than five hours, in intermediate classes -- six hours and in upper classes -- seven hours. Then the rest of the time could be devoted to manual labor, extracurricular studies, games, outdoor walks and other kinds of activities and rest. With this purpose in mind, the quality of teaching should be enhanced, leaving time for the doing of homework assignments.

The day's schedule should include as much outdoor activity possible. Limited outdoor play, would not benefit the health of the children. The schedules of some boarding schools include play periods of 30 to 40 minutes and sometimes, as little as ten to 15 minutes. What good will this do to a school child who spends most of this time putting on and taking off his overcoat? It would be desirable to make children spend from two to three hours outdoors in cold weather and considerably more in warm weather. The time spent in the playground should be devoted to play and physical work, in other words, it should be spent in motion. Fresh, clean air is the child's friend. Lengthy exposure to it improves the activity of the nervous system, helps the normal physiological functioning of the whole organism and raises man's capacity for work.

The proper alternation of work and rest is an important element in the day's schedule. In many boarding schools, the children are overloaded with various kinds of work in the morning, whereas, in the second part of the day, they are so free that the time drags and they do not know what to fill it with. This is especially true of the boarding schools on single sessions. The first part of the day should be spent in the classroom. In the afternoon, the children should do manual work, prepare their lessons, work in clubs and rest. This is what constitutes a normal schedule.

The youngest children should do physical work for one hour a day, the intermediate groups -- two hours, and the older children -- four hours.

In drawing up the day's schedule, the specific conditions existing in every boarding school, for example, the number of seats in the dining room, the nearness of washrooms, the distance between the buildings and other circumstances which can lengthen or shorten the amount of time needed for various activities, should be taken into account.

The day's schedule is composed by the dean of studies and the senior child-supervisor. It is discussed at the pedagogical council and approved by the school director. Discussions of the day's schedule should be conducted with the children in the various groups and they should be told

what they are expected to do during specific periods. The entire technical personnel of the school should be briefed thoroughly on the day's schedule.

Unwavering adherence to the day's and life's schedule should be required. The children should develop a firm habit of living according to an established order. Attempts to disrupt it should be considered unthinkable.

The day's regimen is a good prerequisite to the normal physical and spiritual development of children and to instilling accuracy, discipline, a sense of responsibility and tradition. Hence, it should be purposeful, exact, compulsory and easy to understand.

To be sure, the carrying out of even a sensibly planned schedule may at first be very difficult. The boarding schools enroll children with different backgrounds. They have certain set habits that are not easily displaced by new ones. Hence, the pedagogical collective is compelled to spend a great deal of time and effort to make the children conform to the established regimen and acquire new habits, such as promptness in rising and going to bed and in eating, working and resting.

In many boarding schools, the younger children could not make their beds, get dressed and find their "lost" things in the amount of time required. They were late for meals and classes. All this made for confusion and forced the child-supervisors to put forth a great deal of effort in organizing groups, and helping the children become accustomed to their new surroundings. It turned out that it was extremely difficult for small children to remember the way to their dormitory, classroom, and place at the dinner table. They found it very difficult to adjust to an orderly way of life. The child-supervisors of the Zlatoust Boarding School in Chelyabinskaya Oblast taught the children through games in the first weeks of school: "Who will be the first to find his place?" At the beginning, the faucets which the children often left open, gave a lot of trouble. There were even more difficulties in the dressing rooms. Children who were unable to read and write picked up hats and coats at random.

"You are not wearing your own coat" says the child-supervisor.

"It is my coat. These are buttons like mine" replies the child.

Most of the children in grades one and two did not know how to put on their shoes correctly. In washing themselves, they merely wet the nose and mouth. They had to be taught to brush their teeth, button all the buttons and make

the beds. This is how their upbringing began. Here are first grade children looking on at a demonstration of how to tuck in the bedding. Then they try to do what the child-supervisor has just shown them. Some were successful the very first time, others had to try several times with the help of classmates. First graders learned in the washroom how to brush the teeth correctly, to wash the hands, neck and face with soap and to use a towel. Good habits are not formed at once, but the child-supervisors patiently lead them toward success through explanations and demonstrations.

By the end of the second month, the children in this school had become neat and clean, and were able to do many things. The time prescribed in the schedule for work, rest and play became adequate. It is true, that even today, one sometimes meets a tot with shoes unlaced, or a little girl with an untidy pigtail. But such a child attracts the attention of the other children and also the sanitation officers and the monitors.

"The day's schedule", says the dean of studies of the Zlatous Boarding School, A. V. Rodikova, "required a great deal of work. At first, we gave too little time to getting dressed and washed, and it had to be increased. Then, when the children had acquired the necessary habits, we reduced the dressing periods. Not enough time was scheduled for walks and rest. The pedagogues noticed that the children were made to go back to their regular studies before they had a chance to rest. Gradually, the defects were corrected, our regimen was more clearly defined and now the children have grown accustomed to living and working in conformity with boarding school rules."

The experience of a number of schools in the Urals and other boarding schools has shown that enrollment by classes, starting with the highest and ending with the lowest, makes for order and organization. From one to two classes should be enrolled daily. This procedure makes it possible to know each student, to show him his place in the dining room and the dormitory, to show him over all the other buildings and to tell him about the day's schedule. Mass admissions, taking one or two days, inevitably give rise to confusion. Children and their supervisors do not get a chance to become acquainted, the children are often left to themselves and wander about aimlessly. From the very first day of school they begin to out up, misuse things and break rules. Even in boarding schools that have carefully prepared for opening day and have thought out every detail many unexpected complications arise in connection with the medical examination of pupils, with cleaning them up, issuing

the linen and clothing and many other things that make the work difficult during the first days of school. The daily admission of one or two classes makes it possible to give every child and its parents individual attention.

The boarding school must take care of the health of its pupils. The pedagogical collective and the medical personnel should take all necessary measures to prevent the occurrence of communicable diseases, and to enforce sanitary and hygienic regulations in the classrooms, dormitories, diningrooms and elsewhere. The child's physical development, his meals, sleep and rest must be systematically supervised.

Our boarding schools are models of good sanitary and hygienic living conditions. But there is still room for improvement. Some boarding schools fall short of the established standards owing to overcrowding and poor ventilation. The cleaning of the rooms by children and the technical personnel is poorly organized. These defects must be eliminated. Room temperatures should be carefully controlled, rising no higher than 18 degrees in dormitories, 16 to 18 degrees in classrooms, and 15 to 16 in corridors. During the day, dormitory casement windows and transoms should be kept open, and the air kept as fresh as possible at all times. Adequate lighting of classrooms and workshops is a serious matter. The size of the desks must fit the height of the children. Insufficient light and poor seating of children during classes are often the cause of eye trouble and abnormal bone development resulting in scoliosis, kyphosis and other illnesses. One of the main tasks of the boarding school is to care for the health and physical development of the child.

Physical hardening is of great importance in attaining normal height and development. The boarding school must rear physically strong children with great endurance. However, this is not being done everywhere. In some boarding schools little thought is given to seasonal clothing. The children wear ski-pants and warm jackets in weather that is suitable for wearing shorts and T-shirts after classes. The interior of buildings is often stuffy because the casement windows and transoms in dormitories, classrooms and corridors are not kept open. The boarding schools must develop a system for hardening the child's organism and then consistently put it into practice. We concur in the idea of the director of the 12th Moscow Boarding School V.

Il'yin: "The buildings must be aired systematically, proper temperatures must be maintained day and night; in any weather, the children must go out during recess. To this end, there must be doors leading out in every classroom on the first floor and there must be open-air porches around second floor classrooms. It is desirable to set up an all-year-round solarium on the gymnasium roof, where children could sleep in fur-lined boots even in the coldest winter weather. In warmer weather, it is desirable to hold classes in the open air; two or three days in every quarter should be spent in overnight hikes; most of the free days should be spent by the whole student body hiking, skiing, bicycling and boating. (V. Il'in, Diary of a Boarding School Director, "Narodnoye Obrazovaniye" (Public Education), 1957, No. 4). The collective of this school wisely decided to introduce compulsory rubdowns gradually changing-over to cold showers, to make the children wear clothing that would help harden them, to accustom the children to sleeping in cold rooms, and even in sleeping bags on porches, or else nude under light covers indoors, to take air baths etc.

The system of physical hardening in the boarding schools cannot be established at once, but its groundwork, based on facts of medical science and the experience of work with children in the school and the home must be laid now. Physical hardening consists mainly of the wise use of natural factors: sun, air and water, of preventing colds and strengthening the body.

In a number of boarding schools, a system of physical hardening is already being worked out. Morning setting up exercises, followed by a rubdown and showers under a physician's supervision, have become universal. During classes, especially in the lower grades, a few minutes a day are devoted to physical training, and games are played outdoors during recess. Good food and an intensive program of physical education help the children grow into healthy men and women.

But at the same time, it must be admitted that far from all child-supervisors and physicians give thought to this extremely important matter, and that even what is being done in the best boarding schools is merely a beginning.

While making allowances for local climatic conditions, the season, the age and health of the children, the morning setting up exercises should be done outdoors in light clothing. The setting up exercises should be followed by rubdowns, starting with warm water (30-32 degrees), and gradually changing over to colder water, going as low as 10 to 12

degrees. After two or three weeks, a shift may be made to showering, at first with warm water and finally with 15 degree water. The rubdowns and showers should begin during warm weather and continue throughout the year. At the beginning, rubdowns and showers may cause chills and make reluctant to take them. But such sensations are temporary in healthy persons and soon give way to a sense of wellbeing and vigor. Having grown accustomed to taking showers, children begin to seek opportunities to make use of water which becomes their friend.

In some boarding schools, the children are taught to bathe their feet before bedtime. Such a procedure is useful and necessary for physical hardening and the prevention of colds. It is desirable to give up warm water for washing the hands, face and especially the feet, and also to become gradually accustomed to water of a low temperature (from 20 to 5 degrees).

In the summer, every opportunity for bathing in a lake or river should be made use of. Bathing must start under the supervision of a physician and the guidance of a gym teacher, a teacher or child-supervisor, with approximately 20 to 25 children to one adult. Bathing in lakes and rivers should also provide an opportunity for learning to swim.

The fine effects of physical education are well known. In most boarding schools, physical training has taken its proper place in the curriculum. In addition to special lessons mentioned in the plan, clubs are organized and training sessions and athletic competitions held. Hiking in all forms has become a favorite with the children. Skiing, skating, volley ball, basket ball, and gorodki /a kind of ring toss/ are very popular. In the evening, children play chess and checkers and table tennis, stubbornly competing for the honor of their class or dormitory. Many kinds of sports and athletic games have become an integral part of the programs of many institutions.

However, even today there are boarding schools with a very poor physical education program. In such institutions, the children are listless and sluggish, they are sedentary, dislike going outdoors in cold weather and are averse to joining athletic clubs. This is an evidence that the teaching collective pays little heed to this very important area of life. It would be desirable to organize a seminar on physical education for the benefit of all teachers, and especially the young child-supervisors. They ought to receive instruction in coaching children in games and gymnastic exercises. Such training would make them more willing to work

in the field of physical education.

The problems of education and rearing have been of focal importance in boarding schools from the very first days of their organization. As is known, the boarding schools follow a plan of studies laid down by the Ministry of Education RSFSR in 1956. They have the same programs and textbooks as the public schools and base the educational procedures on principles embodied in Soviet pedagogy.

The boarding schools are expected to give their pupils a good, thorough general and polytechnical education, preparing them for life and productive labor. The period of education is the same as in the ordinary schools of general education. The number of students in the class is limited to 30. Smaller classes are conducive to fruitful educational work. Experienced teachers made it possible to organize classroom studies on a sound basis enabling the children to pursue normal studies and to acquire solid basic knowledge. Since the opening of the boarding schools, some teaching experience has already been accumulated and many difficulties and shortcomings overcome. There is every reason to assert now that the boarding schools have met all the requirements and that their educational work will be up to modern educational standards.

However, this has not happened at once. A great deal of effort on the part of the teaching collective and a creative approach to the resolution of many problems was needed, especially to fill the gaps in the knowledge of many new pupils, to raise the quality of every lesson, and to foster attention, accuracy, diligence and self-reliance.

During the very first weeks of school, it was discovered that a number of pupils, notwithstanding a satisfactory record in the old school; were poorly prepared and unable to cope with the program. These defects were observed in children who did not have normal living conditions at home because both parents were employed or for some other reason. In some boarding schools the large number of such pupils was the source of great anxiety to teachers and called for the speediest methods of remedial work. Some children, enrolled in the boarding schools, had a short attention span, and little interest in studying. They could not concentrate, fidgetted in their seats and interfered

with the studies of others. They often refused to do their homework. Many pupils revealed a lack of elementary study habits. The teachers' efforts to organize the work of these children were often unavailing.

These observations were particularly true of pupils in grades II to IV and more rarely, of children in grades V to VII.

In trying to find the best ways of organizing the studies and filling the educational gaps, the boarding school teachers resorted to various known methods of remedial work with groups and individuals. This gave good results but did not always raise the achievement record up to the standard required by the school program. The work continued to be poor and in some cases unsatisfactory, despite the fact that teachers and pupils worked with a will.

In 1956-1957, Moscow Boarding School No. 15, worked out a new method of classroom work. This method spread to many other boarding schools. Essentially, the method consisted in all the students' doing homework assignments in the classroom simultaneously, under the guidance of a teacher. Such studies were made a part of the schedule. For example, if the first lesson was a lesson in arithmetic, the next one was devoted to arithmetic homework, under the teacher's guidance. After the Russian lesson, Russian homework was done in the classroom.

This method of classroom work is very good and provides an educational approach to the resolution of many problems. It is especially effective in teaching children self-reliance in handling homework assignments, in organizing their mental work, in training the attention and instilling accuracy and other qualities. Since many children in the boarding schools were found to be unable to do their homework well, this system helped the teachers to fill in the gaps in the basic skills of the children. The experience of Moscow Boarding School No. 15 was of particular benefit to the boarding schools of the Southern Urals.

However, experience has shown that other systems need to be developed, and that this system should not become a permanent feature of learning in the school. The point is that the direct fulfillment of homework assignments by all the pupils under the guidance of the teacher, essentially becomes a form of lessons that differ little from lessons of repetition. Eventually, this prevents the pupils from developing the ability to work independently from books, to solve problems, and write compositions i. e., do the ordinary kind of homework. In relying on the help of the supervising teacher, many pupils do little thinking of their own, and do

not learn to overcome ordinary difficulties, an ability required of every student of our schools. The children were also observed to copy arithmetic problems and examples illustrating grammatical rules, from one another etc.

Under this schedule children gave signs of fatigue. Four or five periods in the first half of the day, followed by gym, drawing, and singing in the second half constituted too heavy a workload which interfered with the organization of other types of work with children. This was the conclusion drawn by the teachers of the railroad boarding school of the Chelyabinsk Station which had used the method of Moscow School No. 15 for several months.

"Our observations of the pupils of the first four grades" -- tells P. M. Chaplin, director of this boarding school, -- have shown that the pupils have become less attentive during class periods, and that their self-reliance in preparing their lessons has decreased. This has forced us to appraise this system critically. Teachers and child-supervisors were enlisted to seek other ways of teaching children to do their homework assignments."

Apparently, the experience of Moscow Boarding School No. 15 may be used in the first weeks or even months of studying in the newly formed classes but later, as the children develop good mental habits, within the limits needed for the children of the given class, other forms of self-preparation should be attempted. "Thus, in the second class, at the beginning of the school year, many pupils could not solve problems, partly because they could not analyze the problem before attempting to solve it. It was decided that during the session, the teacher would call their attention to what was given in the problem and that the child-supervisor would do the same during the homework period, and that they would demand that the answer be written down in full. This helped the children analyze the facts of the problem. However, they got into the habit of appealing to the teacher for help. After conferring with the teacher, the child-supervisors began to explain the facts of the problem only in exceptional cases, as they urged the children to think for themselves. With great difficulty, they nevertheless trained the children to become basically self-reliant. (P. Chaplin. The first months in the work of the boarding schools. Handbook "Educational Work in the Boarding Schools of Southern Urals," Chelyabinsk Book Publishers, 1958, p. 22).

The boarding schools had to do a great deal of work to achieve cooperation between teachers and child-supervisors.

It is known that children in the lower classes are cared for by two child-supervisors in addition to the teacher. This "triangle" is the initial collective of pedagogues on whose work, to a great extent, depend the successes or failures in the life of the classes or the group. It is natural that a unanimous point of view should be engendered among these pedagogues as regards both the overall aims and problems of education and the individual problems of educational practice. To establish this unity of views and actions, it is necessary for the teachers and child-supervisors to work together both in the initial and the total school collective. Many of the boarding schools in the Urals worked insistently in this direction and as a result the teachers began to consider every problem as the concern of every teacher and child-supervisors.

For example in the railroad school of Chelyabinsk Station, the problem of cooperation between teacher and supervisor was frequently discussed. The educators arrived at the conclusion that the plan of educational work for every quarter should be the same for the teacher and the child-supervisor of the group and that they should cooperate on the drawing up of this plan. "Taking the common interests of the teacher and the child-supervisor as a point of departure -- writes P. M. Chaplin, the director of this school, -- a methods committee of teachers of beginners' classes cooperated on a work plan. All the child-supervisors joined it. The trade-union organization included in its work-plan production conferences for exchanging educational experience. Child-supervisors began attending classes and taking part in their evaluation. More than that, the educators found time to visit other schools... To keep in contact with the teacher and to avoid overburdening the children with work, the child-supervisors found out from the teacher what material was covered in class and what the homework was and consulted them on how best to explain the homework assignments to the pupils should any difficulties arise, and how best to organize self-reliant work by children." (P. Chaplin. The first months in the work of boarding schools. Handbook "Educational Work of the Boarding Schools of Southern Urals" Chelyabinsk Book Publishing, 1958, p. 20-21).

Such contacts between teachers and educators had good results. But still another resolution of this problem was found. In some boarding schools, drawing, singing, physical training and labor in lower and sometimes in higher grades, has become the province of those supervisors who proved to be well prepared for these studies. In their turn, the

teachers were given extra paid duties in child-rearing. As a result of this, teachers and supervisors had many common problems and shared responsibility in organizing the educational and child-rearing work of the boarding schools. At the same time, the former division of duties which involuntarily disassociated the teachers from the work of rearing and conversely, barred the supervisors from teaching problems began to disappear.

It seems to us that the directors of the boarding schools should have the right, within the limits of their staffs, to decide on how teaching and rearing duties should be divided among pedagogues, in keeping with local conditions and educational aims. Experience will show how rational the system of distributing duties in some boarding schools is, and then it will be possible to pass a well-founded judgment on it. Until then it would be unwise to prohibit it.

During the initial period, when the boarding schools were casting about for a plan of joint work by teachers and supervisors, the problem of who should supervise the doing of homework assignments, often came up for discussion. In some boarding schools, this was entrusted to teachers, as specialists in elementary education, or classroom supervisors, in others -- to child-supervisors. In time, most educators came to the conclusion that the preparation of homework assignments should be supervised by child-supervisors, and that it was desirable for them to be present in the classroom during lessons, to be familiar with the school program, textbooks and elementary teaching methods. At the same time, methods for developing self-reliance were also outlined.

At the beginning, the planning of joint work by teachers and supervisors presented many difficulties. What should the plan be like, what problems should it encompass, to whom should the responsibility for one or another element of the work be assigned?

It would appear that the answer would be easy to find. The teacher plans, organizes and implements the actual work of teaching and is responsible for it. The supervisor is responsible for everything done outside the classroom. But life has shown that this is not so, that such strict lines of demarcation do not do much good either in the area of teaching or of child-rearing. To be sure, a certain "division" should exist, but the teacher and the child-educator are a single force, a united front in establishing pupil collectives, in carrying out extra curricular studies, in fostering moral qualities, standards of behavior and a great deal else, peculiar to the life of a boarding school. Then it would be possible to determine concrete aspects of the

activity of the teacher and the child-supervisor, to discuss general and particular problems and to map out the road to their realization.

Let us take this concrete example: The schools needs to set up well-equipped laboratories for the study of physics, chemistry and biology. Some of the equipment will be purchased, but part of it may well be prepared by the pupils themselves in workshops and clubs and by making botanical and mineralogical and other collections; this means that teachers who are teaching the subject and child-supervisors of groups as well as vocational teachers, and sometimes, even parents should all cooperate on the organization of the laboratories.

"In setting up laboratories -- say biology teachers, comrade M. I. Shirinkina, and mathematics and physics teacher P. M. Kvasnitsin of the Korkino Boarding School -- child-supervisors and children all took active part. Many things were made by the students or collected by them on hikes or excursions to plants or made in the workshops of our schools. Now it is difficult to tell where the work of the teacher ends and the work of the child-supervisor begins. And besides, this is not important. The important thing is to be willing to work together and to achieve some good in teaching and child-rearing. Our children take good care of every object in the laboratory. They keep bringing in new things, and we are seriously considering the setting up of a school museum."

Can we say that the organization of self-service in the boarding school is the affair of the child-supervisor alone, if it extends to the dormitories and the classrooms which should be in a state of model order? One could mention scores of other examples of such overlapping of the work of teachers and child-supervisors in boarding schools. In the ordinary day school, the teacher's immediate assistants are the parents. To the best of their ability, for good or evil, each one of them takes part in the teaching process. In boarding schools one has to rely on the help of child-supervisors and on children's aktivs, on their joint efforts in outlining the paths, means and methods for the realization of the existing aims.

An analysis of the classroom work of many boarding schools reveals many of the shortcomings typical of mass schools. Not all lessons are so organized as to enable the children to master thoroughly the basic program material. Recitations often take too long, new material is often inadequately explained, visual aids are poorly utilized. Sometimes, homework assignments are given after the bell has

run. The ideological and theoretical standards of the lessons and the relation of program material to life often fall short of the ideal.

Teaching problems usually take an important place at teacher's conferences and discussions of methods, but concrete decisions are not always taken. The problem is often posed in the form of a general discussion, for example, about the test methods, the nature of training procedures, excursions, practical work and socially useful labor, etc., without being related to the actual practices of the teachers in the given school. The practice of visiting each other's classes and of analyzing the conduct of lessons has not yet been developed sufficiently. Experienced teachers do not always render assistance to their young colleagues. In a number of boarding schools, study halls and laboratories are just beginning to be set up.

It is the task of the administrators of boarding schools to take effective measures to eliminate the shortcomings in their practice. Leadership in matters of methodology should be concrete and operationally flexible. No "trifle" is too insignificant to be considered and teaching methods should be improved on the basis of growing experience.

The boarding schools are called upon to bring up generous-hearted men and women with high ideals. The whole tenor of the institution, the entire work of education and rearing should aim to bring up diligent, honest, truthful, principled men and women who would love beauty and understand works of art and literature. Among the pupils of the boarding school many talented children have already been discovered and the school tries to develop their talents.

When the boarding schools were first organized, most of these institutions received many paintings and musical instruments. The local Soviet and Party organizations and the sovkhoses and kolkhozes took care to make the boarding schools cosy and attractive, mindful of the fact that the surroundings must be designed to help the aesthetic education of the children. Many flowers are seen both indoors and in the yard. Many plants were contributed by the parents or set out by the pupils themselves. Some supervisors were able to organize a program of music, drawing, singing and dancing. There were excursions to museums and hikes, and visits to picture galleries, concerts, and theaters. The aesthetic side of the children's education has received a great deal of attention during lessons of literature, drawing and singing, and also at recitals arranged both in the morning and in the evening.

The spirit of collectivism, friendship and comradeship

is noticeably on the increase among the children. A principled attitude toward each other's actions, the honest carrying out of difficult missions, willingness to support the interests of the collective and many other fine traits are in evidence. This is very important in forming generous-hearted men and women.

In molding these qualities, not only the child-supervisors but also komsomol and pioneer organizations and the student council play an important role. The student council has taken an important place in the life of the children's collective in the Kopeysk Boarding School. Every pupil respects the decisions of the Council. The teachers try to put into life anything sensible and good that derives from the waxing initiative of the children and is the subject of discussion by the pupils' council. Competition is developing among the different classes of this school in various areas: who would make the best preparations for a festival, hand in the best notebook, have the cleanest rooms, do the best school work. Every week, the results of the competition are announced on the student council bulletin board. They are scanned by the pupils and are the subject of a lively exchange of opinions. The council also maps out a plan of activities for the future. For example, it was decided to clean the yard of all refuse, in the near future, to plant a lawn and flowers, to set out shrubs, build sheds for rabbits, poultry, and suckling pigs and to help build a garage. Skillful direction of the work of the council helps develop self-reliance among students and channel their energies into socially useful work.

Since most boarding schools consist of children of lower and intermediate classes, it is natural that the komsomol organizations should be at the initial stage, whereas pioneer units and detachments should have accumulated some experience.

At first, the educators were worried lest the pioneer organization duplicate the work of the student council and the reverse. Some voices were heard to say that it was advisable to have only student councils in the boarding schools and that the pioneer detachments need not be established at all. But experience has shown that such fears have no serious foundation, and that the absence of a pioneer organization results in the weakening of the work of political indoctrination among children. Children's interests must not be concentrated exclusively on the fulfillment of economic affairs or the organization of self-service, school monitorships and the like. To be sure, a certain amount of duplication in the work of the council of the pioneer unit and

the student council is inevitable, but this is not necessarily a bad thing. Both children's organization can and sometimes, should devote themselves to the resolution of common problems and as long as their efforts do good to the common cause, such "parallelism" is beneficent.

At the same time, experience shows that the rich and varied activity of the boarding schools makes it easy to determine what the pioneer and student organizations should devote themselves to the most, as long as they fulfill common tasks and are given concrete assignments.

Certainly, a great deal is yet to be accomplished, and there is no need to hide the existing defects. The first period of the schools' existence was bound to be related to the resolution of organizational problems and the search for the right ways of teaching and rearing.

The teaching collectives are able to raise still higher the living and working standards of the boarding schools under the guidance of Party organizations, and attain new successes in bringing up a new generation worthy of building Communism.

Instilling Discipline and Habits of Good Behavior in Children

Discipline and good manners are the most important traits of forward-looking Soviet man.

Disciplined behavior is not simply obedience, though the ability to carry out the instructions of a teacher or authorized pupil leader, promptly and correctly, is an important indicator of this quality. A disciplined man is not only able to control himself under any circumstances, but also, to decide on the best line of conduct in relation to the interests of the group, of socialist society. He deliberately coordinates his personal interests with social interests, does not oppose the collective, has a Communist attitude toward labor, and is able to organize his work. In fulfilling an assignment, he displays initiative and self-reliance which are based on a conscious desire to do his duty in the best way possible. A disciplined man is able to surmount difficulties with determination and to control his feelings and emotions. He can practice restraint whenever and wherever necessary; he manifests high intelligence. Conversely, lack of discipline is an indicator of moral and political backwardness.

As a rule, an undisciplined school boy is a poor student who interferes with the work of others. He breaks the rules of socialist communal living, does not value the interests of the collective and manifests uncivilized attitudes. Hence, the instilling of discipline and good manners into children in boarding schools is a most important moral problem and its resolution requires patient and dogged application.

Discipline is not developed at once. It is preceded by the experience of daily obedience which must be accumulated during the first years of the child's life.

Since not all children enrolled in boarding schools have had enough experience of this sort, educational work in the boarding school begins with the working out and consolidation of solid habits of obedience, of adherence to rules of conduct, of polite and tactful relations, with other children and grownups. Children are trained to be modest, neat, and clean. The rules of civilized behavior are not simply learned by rote and followed at the orders of grownups. They are gradually converted into a habit and become part of general experience and culture. Under these conditions, good manners would be manifested at every step, at work and in the personal and social life of the young man. In a boarding school, every child develops his forces and abilities, and forms his character. He learns to carry out the instructions of teachers and older classmates and to coordinate his interests with the ...

interests of all the other members of the group. He organizes his work, develops energy and self-reliance, learns to surmount difficulties, works out the basic traits of civilized behavior and develops aesthetic feelings. These attractive human relations accompanied by a hearty, joyful atmosphere establish conditions favorable to the education of a disciplined and cultured individual.

The boarding schools have many kinds of children. Some of them have received a good foundation at home; they are capable of a degree of disciplined behavior and calmly obey the instructions of grownups. But a considerable number of the children were not used to obedience because they had had very little supervision and had spent a good deal of their life "in the street." They knew nothing about an orderly routine at home and had not known either love or care. We must not disregard the fact that all this resulted in bad, uncivilized habits. From the very first days of the opening of the schools, the supervisors came up against infractions of discipline dishonesty and bad manners. The boys spent a good deal of time scuffling and fighting.

"Conversations with fists" as we dubbed fisticuffs, were such a common occurrence during the first months that the matter came up for discussion at the teachers' conferences. We made a resolute effort to come to grips with this situation," declared the director of one of the boarding schools.

"We had instances of stealing" tells the director of the educational department of Chelyabinsk School No. 2. Games, napkins, belts, sneakers, caps and other things disappeared. Once I was an eyewitness to such an occurrence. On Monday, after the first period, I walked into the second class. Weeping loudly, Kolya N. ran up to me and pointed to Vanya U., who was sitting at a rear desk. Overcome with tears and excitement he said. "Look what he is doing."

Vanya was calmly eating an apple. What happened? It appeared that in Kolya's presence, Vanya helped himself to the apple in Kolya's desk and began calmly to eat it. I called Vanya over and asked:

"This is not your apple?"

"No, it isn't" said he succinctly.

"You took it without permission, didn't you?"

"Yes"

"Why did you do it?"

"At home I always help myself to anything good I see. I even took cookies from neighbors' kitchens, and in the yard I took candy from the kids."

Vanya was told what such conduct might lead to. He had to be punished for this act. This fact and others like it, made the administration give serious thought to the system

of educational work with such children."

One of the basic methods for instilling discipline good manners is the method of persuasion. It was the first method to be used in the boarding schools.

The method was successful wherever the teachers skillfully and repeatedly explained the essence and meaning of rules of conduct, making it clear that without these rules it would be impossible to work, study or rest. Guided by the "Rules for Students" and a system of consistent requirements worked out by themselves the teachers conversed with children and showed them what the qualities of a disciplined and cultured man should be, stressing his moral beauty.

Persuasion is achieved through explanations, admonition and ethical conversations. The child's age, his individuality and general and intellectual development are taken into consideration. Young school children are easily influenced by scoldings and praise, advice and explanation. Teaching experience shows that the effectiveness of indoctrination depends on the authority of the grownup, and on his skill in conversing either with the individual child or the whole student body.

Often, mistakes occur because adults do not know how to talk to children. A supervisor should be able to make the child feel the justice of his words, his sincerity, firmness and cultured point of view.

The requirements of disciplined behavior should be explained to children in intermediate and older groups with the help of interesting examples and ethical talks. Teachers in the boarding schools told the children about Valdimir Il'yech Lenin, about heroes -- Communists, komсомol members and pioneers. For this purpose, the finest Soviet literary works were used, such as, M. Gor'kiy's "V. I. Lenin," V. Mayakovskiy's "V. I. Lenin," A. Fadeyev's "Young Guard," N. Ostrovskiy's "How Steel Was Forged," L. Kosmodemyanskaya's "The Story of Zoya and Shura," and also newspaper and magazine articles. All this contains a great deal of colorful, emotional material that could be used in speaking to children.

In their talks, the supervisors explained the meaning and importance of genuine Komsomol and pioneer friendship and mutual aid, of duty and honor, efficiency and accuracy, fidelity to one's word, and good manners. These talks, supplementing the "Rules of Conduct for Students" were of great importance in forming the moral outlook of the pupils.

Persuasion, whatever its form, never means pleading or urging; it always has elements of prescription. And the older the children, the greater should the demands be.

The child-supervisor of Chelyabinsk Boarding School No. 2, tells the following story: "I was in charge of a

fourth year group. We often held collective and individual talks on the qualities of a Soviet man in respect to discipline and culture. We explained to the children what their aims should be, and what traits of character they must try to develop. We had to repeat the same thing over and over, using different examples. Let us take the following trait: the ability to decide independently on a line of conduct in a given situation, or the ability to overcome difficulties. In discussing this subject with the whole class, I came to the conclusion that not all children understood the need to choose the right course of conduct, nor were all of them able to overcome difficulties. It became clear to me that this work should be continued with individual students, especially those who have shown a plain lack of principles and gave evidence of mendacity, egotism and a weak will. It was necessary to persuade them effectively that they must give up their old habits and develop new character traits. Often, pedagogical reality itself prompted the best mode of action. The supervisor needed only to make tactful use of available means. This is what happened to me. There was an overgrown boy called Yura P. in my class. He was a coarse, undisciplined boy, unable or unwilling to make effort to carry out a difficult assignment. He tried to achieve "status" by brute force. One day, following lunch, the class was engaged in doing homework assignments in an orderly fashion. I stepped out for a few moments. Upon my return, I heard Yura P.'s loud voice:

'I had no trouble writing the letter, but I can't do the problem. Who will let me copy his?'

No one answered. I stood by the door and waited.

'Who will let me copy his?' he imperiously repeated.

'Do your own problem,' replied Rita K., chairman of the council of the pioneer squad.

I enter. All talk ceases. The pupils again become absorbed in their work. I decided to talk to Yura the same day.

In the evening, after supper, I met Yura in the lounge-room. We played table-tennis and then I offered to read him an interesting book. He agreed. The two of us went to the classroom and I began to read excerpts from A. M. Gor'kiy's "V Lyudyakh" /Alone in the World/. He listened attentively. He was moved by what he heard. The boy did not know anything about the childhood of the great writer.

I summarized the excerpt I had just read as follows: 'Alyosha Peshkov's bitter childhood full of hurts and insults did not break his spirit, did not make him into a hoodlum or a bum. Alyosha evinced exceptional will power and doggedness, he overcame every difficulty in his path, educated himself without outside help, and became a remarkable writer-revolutionary.'

I told Yura what Gor'kiy thought of man. I quoted his words: 'It is wonderful to be a man,' 'We must teach men to be heroes,' 'Wonderful people live in Russia,' 'Man -- what a proud word.'

'You will be a good man like your older brothers and sisters, like your father who died the death of a hero at the front. Yura, learn to cope with difficulties, be an example to others in studies and discipline, have a strong will,' this is how I ended my admonition.

He gave me his word that he would try and I promised to help him.

Next morning, the teacher on night duty told me: 'After the taps all the children fell fast asleep. I walked through all the dormitories -- everything was quiet. At midnight, as usual, I went on my second tour of inspection. Yura P.'s bed was empty. Where was he? I looked for him, and found him in the classroom. He sat at his desk, working on a problem. I was surprised. I asked him what was the matter. He was silent. Then he asked permission to stay a little longer to finish his work and not to tell anyone about it...'

Happy and moved, I told the night monitor about that evening's conversation with Yura. I said that the boy was obviously changing for the better. We decided not to tell anyone about the night episode. We faced a long period of individual work with Yura to enable him to enter into the rich and varied life of the children's collective. But we had made a start..."

Ethical conversations with students should be bolstered by invitations to progressive workers, famous kolkhoz members and other eminent men. Their living words have a strong and convincing effect on the psychology of children, on the formation of their moral convictions. The teachers and pupils of the Zlatoust Boarding School heard that world skiing champions, V. Kuzin and L. Kozyrev had come to their city. Accompanied by a group of the best skiers in the country they were to practice in the outskirts of the city. The director of the school, A. P. Usova said at the regular pioneer meeting: "I think it would be a good idea to invite Kuzin and Kozyreva to visit us. They could tell us many interesting things. Children, I advise you to give this matter thought."

There were immediate exclamations of approval. On the same day the student council decided to invite V. Kuzin and L. Kozyreva to the boarding school and to ask them to tell how they became so successful, how they became skiing champions. Council members: Sasha K., Galya B., and Zhenya K. accompanied by the supervisor, Margarita Vasil'yevna, went to the hotel.

They came back happy, their invitation had been accepted. The day of the meeting came. The pupils were in dress uniform. Whenever the bell rang, they all rushed to the door. Finally, the "lookout" brought the news: "They are coming!" The horn was sounded, and they all stood at attention. The chairman of the squad council welcomes the glorious athletes in the name of all the children. The children's unanimous applause becomes an ovation. After an inspection of the boarding school: classrooms, dormitories, gamerooms, loungerooms, the gymnasium, the physician's office and the dining room, the guests accompanied by the pupils go to the auditorium.

A lively, invigorating march is played. Everybody sits down. Even the most noisy and restless pupils have quickly quieted down and turned their eyes on the presidium and the guests. The chairman of the student council, Sasha K. opens the meeting. "Every one of us has great and happy possibilities. Eventually, we shall all finish school and begin to work. Many of us love sports and want to be champions, like you. Many of us in the Urals love skiing. We want to be good skiers. What shall we do now? How can we perfect our skiing. How can we harden ourselves and our will power. Lubov Vladimirovna, you have the floor."

L. V. Kozyreva told the children an exceptionally interesting story of her life up to the time when she became world champion. Unexpectedly for the children, she spoke of discipline, endurance, ability to control oneself, to do not what one wants to do but what should be done. Discipline and will power, the ability to surmount all difficulties, are the prerequisites to great achievement. Lubov Vladimirovna told about her training, about the competitions she had taken part in, about her failures and successes, ending with the following words: "We hope that worthy successors to us will come from your ranks."

V. Kuzin also called the children's attention to the fact that future success depended on how well they trained themselves in childhood, on whether they developed will power, discipline, tenacity and courage. He told them how strictly the athlete must observe the training rules, how carefully he must carry out every one of the trainer's directions.

This conversation greatly impressed the children; they talked about it until the end of the school year. Many of them became earnest athletes, they became better disciplined and displayed a greater sense of responsibility.

In instilling discipline and good manners the teachers must make definite demands on the student body as a whole as well as on individual pupils. Our system of demands is based on those norms of human conduct which are required by Communist

morality. At the core of the system of demands presented to the pupils of boarding schools, are the "Rules for Students" used in the schools of general education. However, not all the essential principles in the rules are thoroughly revealed and detailed. The boarding schools of Moscow, Leningrad, the Urals and Siberia have worked out and are carrying out approximately the following system of unified requirements.

When Entering the School and the Dormitory

1. Before entering the school or the dormitory wipe your feet. In the winter, shake the snow off the clothing and the shoes.
2. Before going through the door, let younger children, teachers, supervisors and adults go through first.
3. Do not wear your coat, rubbers or hat in school. Take your wraps off in the dressing room quickly, do not make noise or delay your classmates. Obey the monitor.
4. Do not loiter in the vestibule.
5. At a signal, quickly and noiselessly take your place in line.
6. When marching in line, do not talk; carry out the commands.
7. On entering the classroom, get ready everything needed for the lesson.
8. When you go to the dormitory after the lesson, change your clothes. Hang school clothes neatly on a hanger in the closet and go to the dining room for dinner. Do not enter the dormitory again until bedtime.

During Lessons

1. After the bell has rung, sit down at your desk and calmly wait for the teacher (or take your place in line at the door to the laboratory).
2. When the teacher or any other adult enters or leaves the room, greet him quietly by standing up. Do not sit down again until the teacher has given you permission.
3. Do not keep any superfluous things on your desk. Notebooks, textbooks, and homework assignment books needed during the lesson, should be closed and placed on the edge of the desk.
4. Sit up straight, do not sprawl or turn around.
5. Pay attention to the teacher and your classmates recitations.
6. Do not correct your classmates' answers and do not prompt your classmates.

7. When the teacher calls on you, stand quietly next to your desk. Stand up straight and reply unhurriedly and clearly.

8. When you are called on to recite at the blackboard, take along the homework assignment book. In answering, stand quietly, facing, or half-facing the class.

9. In asking the teacher a question, raise your right hand without lifting the elbows from the desk. Permission granted, rise and ask the question.

10. If you know the answer to the teacher's question raise your right hand.

11. If for one or another reason, you have not learned your lesson, inform the teacher of it before the bell rings. He will decide whether or not your excuse is valid and will so note in his journal.

12. During lessons, do not converse with your classmates, pay attention to the teacher refrain from woolgathering, or irrelevant activities and do the work assigned by the teacher conscientiously.

13. Do your homework at the time prescribed on the day's schedule.

14. If during the lesson, the teacher tells you to stand as a punishment, silently rise from your desk and stand-facing the blackboard. Do not try to argue your way out of the punishment.

15. If you are put out of the class, go to the principal's or director's office without arguments to report that you have been punished.

16. Remember: the bell rings for the benefit of the teacher. You may rise from your desk and walk out of the classroom only after the teacher has said "the lesson is over."

17. During recess, the monitor is the only one allowed to be in the classroom.

18. Wear your work clothes to the school workshop and at labor lessons.

During Recess

1. After stepping out of the classroom into the corridor or hall, do not run, scuffle with your friends or shout. Be orderly.

2. Do not go over your homework assignment during recess.

3. The best rest is a quiet walk with a school comrade (in warm and autumn weather -- in the school yard). Walk unhurriedly along stairs and corridors and keep to the right.

4. In meeting an adult, step aside and greet him. If you are seated when a grownup walks past, rise and greet him.

5. If a teacher, supervisor or adult asks you a question or speaks to you, stand at "attention." Answer the question politely and fully or else listen attentively and do as you are told.

6. Give implicit obedience to teachers, supervisors and monitors.

7. If you see a piece of paper or any other refuse on the floor, pick it up without being told, and throw it in the waste basket.

8. Immediately after the bell has rung, walk into the classroom and take your seat.

9. After the lesson is over, go to the dressing room with your class. If you were detained for a valid reason ask the teacher on duty to give you permission to get your coat from the dressing room.

At Meetings, Recitals and Pioneer Musters

1. Do not remain in school after classes, unless you have a special reason.

2. Do not be late to meetings, recitals, or club sessions. Leave your coat in the dressing room and wait quietly in the vestibule until the monitor has given you permission to enter.

3. Do not annoy your comrades. Pay attention, do not interrupt the speakers if they criticize you. If you have anything to say, raise your hand and wait for permission.

4. Promptly and accurately, obey the orders of the chairman of the meeting, persons in authority, the teacher and the supervisor.

5. If adults or children from other schools have come to the recital, meeting or muster, be the first to greet them, but do not shake hands, help them take off their coats, show them into the hall, offer them chairs, invite them to sit down or give up your own seat.

Rules of Conduct in the Dining Room

1. Enter the dining room with your group in an orderly fashion, and sit down silently in your reserved seat.

2. Sit up straight. Until the meal begins, do not touch the dishes or bread.

3. While eating, do not place your elbows on the table. Hold your spoon, fork, knife and napkin correctly.

4. Eat tidily. A clean tablecloth is a sign of your

being a well-mannered person. Leave no crumbs on the table.

5. Eat slowly. Chew carefully. Do not stuff your mouth. Do not blow on hot food. Wait till it cools off.

6. Leave no food on the plate. Take only what you can eat.

7. Do not take food from the serving platter with your own spoon or fork.

8. Be considerate of your neighbors, especially, younger children.

9. During meals, do not do unrelated things, such as reading a book or a newspaper.

10. Do not leave the table until you are through eating. Do not take any unfinished food with you.

11. After the meal, wipe your mouth with a napkin, thank the monitors, the supervisor and the cook, if he is nearby.

Rules of Conduct in the Living Quarters

1. In the morning, following the setting up exercises and after you have dressed and washed, carefully make your bed and tidy up your night table.

2. In the summer, the windows of the living area should be always open, in the winter, the rooms are aired in the morning, during the day in the evening before going to bed.

3. Before you leave the dormitory look in the mirror to see if your suit (dress) is in order and the hair neatly combed.

4. Do not stuff your pockets -- keep only the most necessary things on your person.

5. After classes, go to the dormitory to change. Hang your school suit (dress) neatly in the closet on a hanger.

6. Every evening, look your clothes and footwear over. If anything needs to be sewn up, if a button has to be sewn on, the necktie, ribbon, or collar pressed, or shoes shined, do all this yourself. Do not put off doing it until tomorrow.

7. Be ready, at specified days and hours, accompanied by your classmates, to wash your personal small things (handkerchiefs, collars, socks, necktie et al), iron your suit (dress). Learn to wash, sew and iron.

8. Remember that after taps, conversation is not allowed in the dormitories.

9. Spend your free time, day and evening, in the loungerooms, in parlors reserved for your groups, or in the yard.

10. Obey the rules of the library, of the music and game room.

11. Obey the rule: active games are permitted only in the gym or the school yard.

In many boarding schools, the teachers also drew up notes entitled: "Advice to the Students." Below is their approximate content.

Respect your Parents, Teachers and Fellow Students

Respect your mother and father. Folk wisdom teaches: "Whoever venerates his parents can suffer no harm." Be sensitive and considerate of your kin. Know what their needs and cares are. Help with the housework, do not consider any of it beneath you. Obey your parents.

Respect your teachers and supervisors. Pay attention to what they say, and follow their instructions and advice.

Respect your elders. Step out of their way, give them your seat at the table, in the street car etc. Should an older person enter the room, rise, greet him and do not sit down until invited to do so. Meeting an older person, be the first to greet him. Use the polite and not the familiar form of address in speaking to your elders and to strangers. Call persons you know by their name and patronymic. Help old people, invalids and women to cross the road or street, to enter a street car, to go uphill, to ascend stairs, to carry a heavy object. Do not wait for your elders, your teacher or supervisor to ask a favor of you. Do it on your own initiative. Whatever you are planning to do in the presence of an older person always ask permission first.

Respect your comrades, the collective of your own boarding school. Be considerate of the work and rest of your comrades. Do not be noisy when they are resting or studying. Help younger children with their schoolwork and labor.

Have principles. Have the courage to tell your friend about his faults. "Friendship is primarily sincerity, it is criticism of the comrade's faults. Friends should be the first to give a harsh criticism to help a friend correct his faults." (N. Ostrovskiy).

Obey a classmate who has been put in charge by the collective, be able to give orders when the collective has given you the right to do so. Be modest and exacting toward yourself. This will earn you the respect of your comrades.

Remember the motto: "The honor of the boarding school is my honor."

Be proud of your great homeland, prepare yourself to be a hardworking, educated and cultured builder of Communism.

Take Care of School Property and Your Personal Things

The socialist state spends huge sums of money on the upbringing and education of children. This money represents the labor of your parents and older brothers and sisters. Take good care of public property. The school building, the dormitory, the dining room, the gymnasium should always be in perfect order and absolutely clean. Take care of school property, furniture, textbooks, instruments, books -- they will be used by many other children after you are through with school. Wear the clothes and shoes issued to you by the school, carefully. Do not be wasteful with objects of personal hygiene. Keep every object in its proper place. Do not scatter your things. Remember: without proper care, things spoil.

Develop Good Speech Habits

Always try to speak correctly, clearly, beautifully, Speak only about things that you know something about.

Do not be hasty in expressing your thoughts. Think everything you want to say over, first. Remember that to speak thoughtlessly is like shooting without taking aim. In speaking, choose words that express your thought the best. Do not be wordy. Do not insist that you are right if it has been proven to you that you are wrong.

Do not clutter up your speech with meaningless expressions such as "so to speak," "you understand," "in actual fact," etc. In speaking do not turn your back on your interlocutor, or stand sideways do not wave your arms. The thought should be expressed in words and not in gestures and mimicry.

Do not speak fast, do not swallow words, or word endings. Do not try to drown out your interlocutor if he speaks too loudly; begin to speak softly and calmly and he will also lower his voice. Be especially gentle and polite in speaking to younger children, correct their speech. Do not use any coarse expressions, or monickers, do not give your classmates nicknames.

In asking an adult a question always say. "Permit me to ask." In asking someone to do you a favor always say "please," Say thank you to anyone who does you a favor. Folk wisdom teaches us: "Thanks is a great word."

Be modest and reserved in manifesting your desires and feelings.

When sneezing, blowing your nose and coughing, turn aside and use a handkerchief.

Value Time

Take care of time -- your own and another's. Remember -- a moment gone is a moment lost.

Learn to draw up your day's schedule in advance (the day before), in keeping with the overall schedule of the school. Compute the time needed to prepare your homework, for self-service and pioneer and komsomol assignments. Then you will be able to determine how much time can be given over to reading, drawing, music, skating, skiing and club work. There is a time for everything.

In starting to work decide on a deadline and try to stick to it.

If you make an appointment, do not forget to keep it. If you call on a busy man, wait for him to speak to you first.

Keep your things in their proper places. Then you will never waste any time in looking for them.

Cleanliness is a Guarantee of Health

Observe the rules of personal and public hygiene strictly. Wash your hands in the morning, before going to bed, before meals and work. In the morning after the setting up exercises sponge your upper body. In the evening, bathe your feet. Do not be too lazy to wash and brush your teeth. Take a bath at least once a week. Keep your clothes and shoes clean. Do not lean against walls, sit on the floor or stairs and do not wallow on the ground.

Keep clean the room in which you live, your bed, night-table, table and closet. Take turns in cleaning the premises. Be neat in rooms used by others. If you see another pupil dirtying the washroom, reprimand him. If you have any questions of personal hygiene ask the physician or the nurse. Remember: cleanliness is a guarantee of health. A cultured person is always clean.

The pedagogical collective, the komsomol, pioneer and children's student organizations conduct systematic work in explaining how individual demands should be met and in training children to do so.

Our socialist discipline requires unity of thought and conduct. Unfortunately, boys and girls often know the rules of disciplined and civilized behavior, know what is moral and what is not, yet they do wrong. The question is, why? Because they do not have unity of thought and action, they have not been taught the habits of disciplined and civilized behavior. In this connection, A. S. Makarenko justly said: "We must strive to instill good habits into children, and to this end, constant practice in correct behavior is needed." (A. S. Makarenko, Works, Vol. IV, pub. APN RSFSR, M., 1951, p. 366).

Favorable conditions have been set up in boarding schools for the resolution of this problem, and it is given serious attention. The pupils did not learn at once to meet the requirements of discipline. The greatest difficulties were encountered by teachers in the first months of the opening of the boarding schools when disorganized behavior was common among some children. The regimen of the school was used to train children in disciplined and civilized behavior, in a systematic and thorough way.

To begin with many pupils had to be taught implicitly to obey all instructions of teachers and comrades authorized by the collective (such as monitors, gym squad leaders etc.).

Fifth-year student, Kolya N. came to the Korkino Boarding School of Chelyabinskaya Oblast with firmly established habits of disobedience and selfishness. His mother worked long hours and could not give proper attention to the upbringing of her son. Kolya got used to doing everything himself, and to disposing of his time in any way he pleased. He attended school only when he felt like it. His behavior during classes was undisciplined: he chattered and kept his classmates from studying. He talked back to his teachers and when sent to the principal or to the school administrator he would run home. Formerly, he did poor work in school. He associated with a teenage neighbor who had left school and spent his time in the market place, selling and exchanging pigeons. He spent his evenings having "fun" at a dancehall. Sometimes, Kolya went with him. It is understandable that such a mode of living could not have a good influence on the boy. At his mother's request, Kolya was enrolled at the boarding school. A new life began. The first thing the teachers came up against was the boy's inordinate lack of discipline, his rocklessness and false heroics. "There is nothing I cannot do."

"I won't do setting up exercises" he would say defiantly and run away.

"I shall not answer. I have not learned my lesson," would be his insolent response to the teacher.

"I won't do my homework, I'd rather go for a walk," He would tell the child-supervisor.

He did not listen to the remarks of his comrades. The child-supervisors and the teachers had some individual talks with the teenager. He was reprimanded and sternly warned. At the same time, systematic exercises in obedience began.

"Kolya, today you will be the first to start setting up exercises, You will line up the boys in your dormitory," the child-supervisor would say. And he would watch narrowly to see that his instructions were followed.

"Today you will be dining room monitor" the teacher would say. "Your duties are as follows... You are expected to do everything conscientiously, quickly and accurately. The senior monitor will check and evaluate your work.

"Show me your notebooks" asked the child-supervisor at the end of the school day (6 P.M. according to the schedule). After looking through them, the child supervisor makes the following remark: "This is bad. The Russian homework is poorly done. Rewrite this, at once."

"I will not. This is good enough as it is" replied Kolya insolently.

"Look at the words, "beautiful," "river," and "copse." The letters are badly formed, sloppy and spattered with ink. Don't you yourself want to have a neat notebook with good marks? Don't be lazy Kolya. Rewrite this," says the child-supervisor firmly but kindly.

The child-supervisor's influence on the boy is authoritative and he does his homework over and well. This is how, slowly and not without occasional backsliding, Kolya got used to the new demands of discipline. A strong and good influence was exerted on Kolya by his comrades who drew him into the common battle for the honor of the school.

To be disciplined is to be able to reconcile personal and collective interests, and this is particularly important in affirming the true principles of socialist communal life in the boarding schools. Closely connected with this, is the ability to orient oneself, to be sensitive to one's surroundings, to the people in them, to the moods of others and the tone of one's milieu. In a collective, people are mutually dependent in complicated and varied ways. One's personal strivings should be coordinated with the interests of other people to prevent contradictions that make life difficult. The ability to orient oneself in a community is developed through active exercise. Let us cite an example:

Sasha O. came to the Kalinin boarding school from a kindergarten. His mother is employed at the Kalinin textile factory. The child-supervisor of the kindergarten had spoiled the lively, bright and handsome boy. He was never called anything but "Sashen'ka." Often, he was forgiven for bullying his little classmates. He was given the best toys, his whims were often yielded to and he was often unjustly held up as an example to other children. The boy became a selfish bully, expecting his every wish to be satisfied. He was incapable of helping a friend, of doing something kind on his own initiative.

Upon admission to the boarding school, Sasha immediately began to show traits of obstinacy, selfishness, and competitiveness.

In the classroom, if Sasha knows an answer he invariably holds up his hand, demands to be called on and keeps others from working. If at this moment, the teacher calls on someone else he takes offense, sulks and for a while, stops working.

"I don't care about any of you, I won't recite" declared Sasha and throws down his pen.

"I want to be the head commander" yells Sasha excitedly during games in the school yard. "If you don't elect me commander, I won't play at all."

"We won't elect you" says Igor."

Hearing this, Sasha throws himself on him, with clenched fists.

Observing Sasha's conduct, the child-supervisors and the teachers sought out opportunities for him to develop the sense of collectivism, comradeship, mutual helpfulness, restraint and a considerate attitude toward others.

"Sasha, help Misha solve the problem. If you do, he will help you build a new fort," says the child-supervisor and the boy, not without obstinacy and arrogance, begins to help the backward classmate. The effort is made, the good feeling of mutual help is experienced and the homework done. Now, happy and feeling closer to each other than before, the boys run out to play.

Sasha became an active member of the puppet club. Here too, one had to consider one's comrades at every step. The play was rehearsed. Sasha's part was closely related to the roles of others. The text had to be perfectly memorized as the older children pointed out to him. The children had to make the costumes themselves. Sasha could not get along without help from his friends. Gradually, his obstinacy and caprices diminished.

The supervisors taught Sasha, like the other children, to use common property clothes brushes, irons, table games, balls, bicycles, books, and magazines and newspapers. To be sure, all these things could be issued to individual pupils. But would the children learn to use common property and take care of it? No, they would not. This is why, children had to practice using common belongings responsibly, to develop their ability to reconcile personal and social interests and make independent decisions.

Teaching experience shows that a good educator does not protect children from opportunities to commit an undisciplined act. What he does do is provide opportunities to make the right decision in choosing the right line of conduct. This gives them opportunities for the conscious surmounting of difficulties. Constant practice is needed in developing

civilized habits. In boarding schools, the day's regimen and the way of life provide favorable conditions for such practice.

Children should not practice these habits at random, but regularly, everyday, remembering that only constant repetition of definite actions would help work out useful, civilized habits. The best supervisors patiently train the children, day by day, accurately and consciously to carry out their daily duties and the rules of personal and public hygiene.

However, before demanding that children obey rules of conduct, supervisors and teachers repeatedly instruct the children by using graphic examples.

The morning signal: "Get in line!" To the sound of music, the children enter the hall (or school yard) in even ranks. The children are allowed to limber up a little by running in formation and then they take their places.

"Pay attention. I am going to show and explain the morning's setting up exercises," says the physical education teacher. He makes graceful, rhythmic movements to the sound of music, accompanied by exact instructions. In repeating the exercises every morning, the pupils work out related habits and skills. In time, the children will grow to understand the good of the setting up exercises for strengthening and hardening the body.

"And now the water procedures" jest the pupils as they gaily go on to the washstands.

Upon entering the boarding schools, far from all the children liked and wanted to wash in the morning, to brush their teeth, wash their necks and ears and sponge themselves off. In the first weeks and months, the supervisors had to keep admonishing the children to do this. They had to be carefully examined and some of them had to be sent back to the washrooms again and again. Specially elected monitors helped with this work. Gradually, most of the children acquired hygienic habits.

The children had to be taught to make their beds, to maintain order and cleanliness in the dormitories, and to keep their personal things in night tables and dressers.

"This is how the bed should be made" says the child-supervisor as he gives a demonstration.

"Now let us see who can do it best and fastest" says the instructor.

The children try to be fast and accurate. To be sure success did not come at once, but systematic training gave good results. The appointment of special monitors in every dormitory who checked how the beds were made and whether the

night tables, closets and dressers were clean, was also helpful. The head dormitory monitors helped the supervisors to achieve obedience to hygienic rules of cleanliness and orderliness.

Our older children five to seven year students did a great deal of educational work in helping train the tots, -- first and second-graders. They put them in line, helped them wash, make the beds, clean and iron their clothes, comb their hair and braid the hair of little girls. These mutual relations gave an opportunity to both the older and the younger children to be polite and tactful, to be respectful and to use good speech and correct techniques of self-help.

Boarding school teachers are consistently conducting work in instilling good table manners. The children did not learn at once to use the dishes and silver properly, or to use a napkin. Table cloths in boarding schools did not come into use at once.

Before demanding adherence to rules, the children were given a graphic demonstration of table deportment during meals. There is this notation in the diary of the director of Korkino Boarding School: "Mikhail Vasil'yevich Zh. chef of our school is excited this morning. He is to tell the children about table service, about the importance of personal hygiene during meals, and table deportment. Children enter the dining room in a merry crowd and take their seats. Many of them are surprised to see that the tables have not been set. I tell the children that Mikhail Vasil'yevich will give a talk on the basic rules of dining room conduct. Excitedly, the chef begins:

"Look at my hands. They are always irreproachably clean. Dirty hands are out of place in a dining room where they can be the cause of many infections..."

Then the chef went on to show the children how to set the table, how to sit down, how to use the tableware, how to take care of younger children, how to keep the tablecloth clean and littered with crumbs, and the floor undirtied. He also told them how to say thank you after the meal. Mikhail Vasil'yevich told vivid and interesting anecdotes, and jokes and made witty fun of sloppy persons. At the end of the "practical" lesson, an agreement was reached that we would all observe the rules of proper table conduct and that we would watch over each other.

In the days to come, the children tried to do everything they had seen and the supervisors told them when they did not. Such an approach to teaching good manners gives good practical results."

Labor is one of the most important means to the

thorough development of the child's personality, and the forming of his will power and character. Work by children for the benefit of their own boarding school, socially useful and productive labor for the good of the homeland, not only gives the children sincere joy and inspiration but fosters the most important moral qualities. Intelligent collective labor gives the talent of every man a chance to ripen and manifest itself and conscious discipline is developed.

The boarding school pupils get an opportunity to take part in the most varied work in conjunction with their peers. Classroom studies are a form of serious intellectual labor, requiring considerable effort on the part of the child. Regular classroom studies under the guidance of the teacher and the doing of homework under the direction of the supervisor are important factors in instilling endurance, tenacity, the ability to control one's desires, to subordinate them to the sense of duty and responsibility to the collective. However, the activities of boarding school pupils are not limited to classroom studies only. They also take active part in practical economic, socially useful labor both in the boarding school and outside of it. At a definite age boarding school pupils begin to work in school workshops, and to do production work in agricultural and industrial enterprises.

Child labor has great educational and character-forming possibilities if it is correctly organized. The labor must match the strength of the child and its social significance must be well understood by him. Labor must open up happy perspectives, and set the time of all of life.

The instilling of a correct attitude toward labor, the ability to organize and carry out any kind of work quickly and intelligently, to overcome difficulties and always to be mindful of the interests of the collective, is the important element in teaching conscious self-discipline.

During the initial period, the pupils often refused to work.

"I won't remake my bed. It's all-right as it is," retorted a fifth year student in reply to the just admonition of the supervisor who pointed to his "humpbacked" bed.

"Clean the dormitory? Is this my affair? I am not here to wax floors, sweep, wash windows, water the flowers, work in the dining room and do similar things," declared a sixth-year student to her girl friends. "I am here to study and to rest."

"I will not help build a sports arena and plant trees. There are enough other kids in the yard" said a sixth year student to his supervisor.

Having come up against such attitudes, the teachers

began to teach the children to labor and to love any socially useful work.

Teaching experience shows that love of work appears when a child begins to work skillfully and to taste the joy of a successfully performed task. To achieve this he must first master certain labor skills and become accustomed to work effort. The educators explained and showed examples of how different kinds of work were done.

The quality of the children's work, at first, was not very high, and it was not always done with love and willingly. But gradually, through repetition under the guidance of teachers, the children's work became better and better. The pupils formed cultured work habits, they became cooperative and self-disciplined.

The director of studies at the Zlatoust Boarding School, A. V. Rodikova says: "The teachers in our boarding school paid particular attention to the educational side of collective labor activity. From watering flowers, and dusting, children gradually went on to cleaning the dormitory. Most of the children did all the work with a will. But there were instances of refusals: "I will not. I don't want to."

Then all the other children in the same dormitory decided: "If you do not want to clean, we do not want you to live with us."

It is impossible not to submit to the collective....

Once a load of coal was delivered to the boarding school. It was dumped by the school building. The two maintenance men could not carry all the coal to the furnace room. It was decided to put the seniors to work.

The horn sounded. The children got into formation.

"Fellows, all the coal has been used up. Tomorrow, the kitchen, the furnace room and the laundry work may come to a standstill. The roads today are very bad, they are muddy and half thawed out. It is difficult to transport coal, but the drivers have managed to get it as far as the school. They had had a lot of trouble. The truck stalled more than once. Nonetheless, they fulfilled the assignment. But there is more trouble. They cannot get close to the furnace room. The coal was dumped into the street. It cannot be left there long, it blocks traffic. Will you advise us what to do," said the director, in conclusion.

"Let us move it" shouted some of the children.

Sasha G., Zoya B., and Olya A. were appointed to keep score.

They changed unusually fast into their work cloths. There was no pushing or quarreling in the dressing room. The pails were grabbed up fast. The work began. The small pails

were filled to overflowing. As many and as fast as possible. This was everyone's motto. The score keepers barely had time to keep count. The side gate was too small. The main gate was opened.

An endless stream of running children.

"I have already carried over 12 pails."

"Until I have 20 pails, I won't give my pail to anyone."

"Look, at my score."

Even lazy Slava D. pitched in, while stubborn Valya M. was in the front rank. He would stop to wipe the sweat from his face and then keep going. Labor competition arose spontaneously.

Such measures, and they were many, helped instill discipline into our children."

Boarding school No. 1 of the Chelyabinsk South-Urals Railroad has set up a labor council. The membership consists of the heads of all the clubs (cabinetmaking, bookbinding, shoemaking, radio, cooking, flower-raising, cutting and sewing et al). At meetings, not only do they discuss regular and long-range labor affairs, but also those pupils who work badly and commit infractions of labor discipline. For example, the conduct of Vova S. was analyzed. He was a poor student, rude to everybody and did not want to work. At first they even considered expelling him. He was given a stern warning at the labor council. But at the same time he was entrusted with the leadership of a group of students who were clearing away construction debris in the boarding school district.

Vova was carried away by the work. The need to hand in periodic reports on what had been accomplished increased his sense of responsibility. By demanding that other children do good work and behave in a disciplined manner, he became more disciplined and responsible himself. The habit of putting forth organized effort was developing. Vova experienced the joy of constructive labor.

If habits of discipline and love of work are to be firmly established a long period of collective, correctly organized and varied labor activity, is necessary.

Teaching experience shows that disciplined and civilized behavior depends largely on the level of standards that the children are expected to live up to, and on the ability to impress these standards on them, gradually increasing their complexity.

The rules of the children's personal and social conduct are worked out in conformity with the regimen.

The regimen is a definite order of life, study, labor and rest. A. S. Makarenko pointed out that "the regimen is mainly the means of organizing the external framework of

conduct, allowing every child to fill this framework with inner meaning." (A. S. Makarenko, Works, Vol., 5, pub., APN RSTSR, M., 1951, p. 40).

The regimen cannot be and in fact is not, the same in all the boarding schools. The nature of the overall regime is affected by many circumstances, and this is why boarding schools have individual schedules.

It has already been noted that the factors influencing the overall regimen are the size of the student body, the distance of the living quarters from the school building and the dining room, the interior arrangements of the school buildings and the living quarters, as well as their size, the existence of a park or a wooded area near the school, and of a school garden plot and plant at which the pupils may study and do socially useful and productive labor.

All this has a serious influence on the organization of the life of the children's collective and on every individual pupil.

It must be stressed that every regimen, if it is correctly planned, has certain basic features.

First, it is consistent, i. e., it meets the overall demands of correctly organized studies, labor and rest of all the members of the collective, helping the children to gain experience and establishing habits of disciplined and civilized behavior. Secondly, it is exact, to enable all the children punctually to follow it both in terms of time and work content. Thirdly, a correctly organized regimen makes definite demands on every member of the collective as it delimits the functions of leadership and subordination and determines the rights and duties of every pupil. Fourthly, it provides opportunities for many-faceted activities of children's communist organizations, the pioneers and the kom-somol, and for child-self-government. And finally, the regimen consolidates the traditions of the school, i. e., helps the handing down of the best experience of the older generations to the younger.

The director of Riga boarding school No. 1 tells this story: "The school staff spent a great deal of time on working out the day's schedule. During the first three months we changed it four times in trying to find the most acceptable regimen under our conditions. At the present time, the day's regimen is based on the ages of the children and general conditions existing in the boarding school. All theoretical studies take place in the morning, and all the practical studies, physical education and fine arts -- after dinner. One hour is set aside daily for work in athletic and other clubs (in addition to the fine arts classes and

technical studies). Fifteen minutes of setting up exercises in the fresh air are obligatory for all the classes.

Teaching experience shows that frequent and arbitrary departures from the regimen or its interruptions are inadmissible. A faithful and systematic observance of the day's program is the most important element in the correct organization of life in a children's collective, helping to form habits and skills of disciplined and civilized behavior.

A clearly defined organization of monitorial duties among children is a help in observing the regime of the day and in inculcating discipline and good manners. Monitors are the supervisor's immediate helpers in carrying out the day's program, and in bringing about obedience to individual orders. Strictly organized and regularly fulfilled monitorial duties helps the observance of the school regimen. Monitorship organizes the external forms of life in the boarding school, teaches responsibility for classroom studies, helps the fulfillment of socially useful labor and the good use of leisure, and also teaches discipline and good manners. Monitorship also teaches children to give orders to their comrades and to obey their elders. Correctly organized monitorial duties teach children to obey a classmate not because he is stronger or cleverer or stands out in some other way, but because he is authorized by the collective and helps organize the daily life of the boarding school.

The teacher's and children's collectives in boarding schools systematically control the studies, labor and leisure of the pupils as well as their conduct. In controlling it they give an appraisal of the conduct of each one, pointing out its good and bad sides. This is why in teaching children discipline and civilized habits, encouragement and punishment are so important.

Encouragement is an established practice in boarding schools. This helps develop good character traits and good conduct. Praise stimulates energy and cheerfulness, the desire to repeat a good action. Showing confidence in the finer qualities of the child's character has an ennobling effect. It is no accident that N. K. Krupskaya and A. S. Makarenko had often stressed that the best traits of the human character should be considered in pedagogical work, that teachers should rely on the good that is already there or is beginning to develop, that man should be approached from an optimistic hypothesis. The following system of encouragement has become established in the boarding schools:

1. Praise by teachers, administrators, and authorized members of the children's collective.
2. Expressions of thanks to the pupil in the name of

the teaching and children's collectives, in the classroom or at the pioneer detachment, during a muster of all the pupils.

3. Entering thanks in the pupil's personal file or the honor book of the boarding school (the chronicle of the boarding school).

4. Placing the pupil's photograph in the school wall newspaper, with a description of his good deed or behavior progress.

5. Photographing the pioneer detachment next to an unfurled banner. Presenting the photograph to the pupil and his parents.

6. Entrusting the more difficult and responsible assignments and monitorial duties or areas of work to the best students.

7. Placing the photographs of the best pupils on the Honor Board of the boarding school.

8. Presentation of pennants at the muster to the best classes and pioneer detachments for good school work, for observing the regimen and for good socially useful labor.

9. Extra attendance at cinemas, theaters, museums by the class or pioneering detachment that has distinguished itself, etc.

The skillful use of encouragement has a strong and good influence on both individual children and the whole student body.

Some children are particularly sensitive to praise. A timely expression of approval or thanks, evidence of trust in the child's finer nature, inspire him to greater effort in work and conduct.

To be sure, one's sense of proportion should not be lost. Excessive praise may result in undisciplined behavior, in cockiness, conceit, vanity, individualism and other bad traits.

We should not give praise for every good deed, and should not approach all the pupils with a single standard. Stricter demands should be made on older children, whereas the little ones need frequent reminders of what is to be done. One child benefits by praise for even an insignificant good action, another may be praised only when he has exhibited self-discipline, will power and modesty for a long time. Usually, in working with older children, the teachers take disciplined and well-mannered behavior for granted without resorting to any praise. But in dealing with tots they use a lot of encouragement. For example, if a first-grader has carefully cleaned and pressed his suit on his own initiative, he may and even should be praised for it. When the same thing is done by a seventh year student he should not be singled

out for doing it. The tot has learned to eat daintily in the dining room. He asks the supervisor: "Am I holding my fork right? Do I have good table manners?" Of course, in such an instance, the child may be praised, provided he deserves it. A sixth-year student eating at the same table and exhibiting good table manners requires no praise.

In other words, the adolescent should be praised only for an action that demonstrates considerable effort of will, discipline and care for the interests and the honor of the school.

Self-discipline and good manners are fostered by competition and the awarding of pennants for outstanding work. This is done with good results in most boarding schools. Pennants that read as follows: "To the best class for outstanding achievement and deliberate discipline," "To the best dormitory for cleanliness and order," "To the best pioneer detachment," "To the best athletic group," "To the best club," are solemnly presented after the decision of the student council or the pioneer squad, in the assembly hall.

A number of boarding schools have Honor Boards on which the photographs of the best pupils accompanied by short histories of their progress in school and social work are placed. The children themselves decide who is worthy of this honor. The pupils themselves write the character sketches and take the photographs.

The director of the Kopeysk Boarding School, D. Rubin, tells this story: "The school and pioneer councils discuss the candidates for the Honor Board. The discussion is conducted in the presence of the candidates. And it must be said that the members of the council are much stricter in their appraisal of the merits and defects of the pupil than the teachers.

They recall any rude remark that had ever been uttered or the fact that the candidate had not done as he was told by the monitor, behaved badly during class, shirked doing his part in social work. They spare no one, not even the members of the council themselves.

Second grader Raya I. was an outstanding student, and her photograph had appeared on the Honor Board for two successive years.

This turned the child's head. She began to show signs of arrogance and obstinacy even in conversation with the supervisors and this did not escape the notice of the council. She was admonished at the meeting, and told about her faults and it was decided to remove her photograph from the Honor Board. The criticism affected the little girl painfully, at first, but in time she reformed.

This method of reviewing the pupil's conduct in his own presence produces good results. Many of the children whose candidacy was earlier denied by the council eventually succeeded in having their photographs restored on the Honor Board.

Rewards in the boarding school must be balanced with punishment. A. S. Makarenko was right in stressing that a sensible system of punishments is not only legitimate but indispensable, because it helps develop strong character.

Punishment helps restore correct relations among pupils in the school when they have been interfered with. It puts a stop to any attempts to go counter to the established regimen and the rules of community living. It is used against those who do not consider the interests of the group and its discipline.

Punishment is a difficult part of teaching, requiring particular tact, caution, a many-sided consideration of the age and personality of the child. Wrongly and unjustly used, punishment does a great deal of harm because it does not resolve or liquidate the conflict but merely creates new conflicts, which are deeper and more complicated. It can spoil the relations of the individual and the group, the teacher and the pupil, and cause a serious psychic trauma in the individual being punished. This is why we must be wary of punishment that is unjust or premature.

A. S. Makarenko noted that punishment should be very individual, that it must be tailored to the individual. Sometimes an ordinary verbal admonition for a serious misdeed is enough; in other instances and in relation to another child, strict punishment may be imposed for trivial misconduct.

The right to punish belongs to the teachers and the children's collective.

The following types of punishment are used in boarding schools:

1. An admonition, a warning and condemnation of misconduct.
2. Putting down the name of the pupil who had misbehaved, in the monitor's notebook or in the sanitation officer's record book.
3. Withholding the right to be a monitor, or the privilege of attending movies, the theater, the park etc.
4. Putting the pupil out of the classroom for systematic infractions of discipline, and sending him to the school administrator's or principal's office for a lecture.
5. Recording the incident in the personal file of the pupil after a discussion of the misconduct by the children's collective and a stricter punishment -- a reprimand in the

name of the entire teaching staff.

6. Withholding Sunday home leave and informing the parents of the infraction of discipline.

7. Summoning the pupil before the parents committee for a discussion of conduct.

8. A strict reprimand accompanied by a warning and the recording of the misconduct in the personal file, in the name of the school administration and the teaching staff.

9. Lowering the conduct mark at the decision of the teacher's council.

10. Expulsion from the boarding school as an extreme measure of punishment. This is done rarely and in special cases, when the interests of the children's collective urgently require the removal of a pupil for serious and repeated misconduct.

It must be stressed that physical punishment or punishments affronting the personality and human dignity the child has no place in the practice of educational work of the boarding schools or in any institution in our system of public education. Labor should not be used as punishment.

Let us cite some concrete examples of punishment.

Supervisors and teachers often reprimand pupils who have committed infraction of discipline and rules of civilized behavior.

"Oleg, today you returned from the walk later than the others and were late in starting to do your homework," says the supervisor strictly. "You are a pioneer and should be a model to others in adhering to the schedule. Let us have no more infractions of discipline..."

Such reprimands are effective. But we must not engage in endless moralizing and sermonizing.

Here is another type of incident that occurred in the 12th Moscow Boarding School.

A seventh-class student said to the maintenance worker:

"I did not come to the boarding school to clean dormitories and mop up floors..."

Director V. P. Il'yin summoned her to his office by radio.

"Do you know why I have summoned you?"

"I do."

"What do you yourself think of your own remark?"

"I did not make this remark."

"What then did you say?"

The girl was silent and finally said:

"I was wrong. I did not mean what I said."

"I think you understand what you have done. Draw your own conclusions and starting tomorrow, begin to help out in

the dormitory. The maintenance workers are going to stay out of the dormitory. I appoint you monitor. I shall check on you personally. You may go..."

The talk with the director and the reprimand had the proper effect. The girl began to help with the work of self-service.

The director of Leningrad Boarding School No. 2, wisely suggests that children be taught to reprimand each other for trampling the rules of socialist community life.

"Once Vitya D. asked Kolya M. to help him solve a problem" relates comrade Ganzen, "But Kolya rudely replied: 'Do it yourself. Why should I bother.'"

This was overheard by a member of the council of the pioneer detachment, Vova L. He interfered, saying: "Firstly, stop being so rude. Secondly, immediately apologize to your comrade. Do you hear me, Nikolay?" "Kolya hung his head and softly asked for forgiveness. Then Vova said: "If I were in your place, I would help Vitya. But if you do not want to, I shall help him."

"Never mind. I'll help him myself."

Sanitation monitors also administer reprimands.

The children go to the dining room for dinner. The monitors stand at the door.

"Show me your hands," says Olya to Stasik."

Docilely, he stretches out both hands.

"You may go in," snaps the girl.

Children with badly washed hands are sent back to the washroom.

Pupils must not be allowed to argue with grownups and monitors or to talk back to them when reprimanded. A check should be made on whether or not every individual instruction had been obeyed.

Repeated infractions of the day's regimen and the rules of civilized behavior call for stricter punitive measures. These are a reprimand, the loss of the right to be a monitor, and also a summons to the meeting of the children's collective (class or school) or to the meeting of its authorized representatives for a discussion of conduct.

The brigadier council does good work the Leningrad Boarding School No. 2. The brigadiers (9 boys and 9 girls) are businesslike and intelligent in discussing important problems (misconduct, results of competitions, long-range plans).

It is eight P. M. A meeting of the council has begun. A report is made by the monitor on the current session. The first name in the report is that of third-grader Sh -ov.

"Sh -ov, step under the chandelier" says the chairman, not loudly.

The boy reluctantly walks to the middle of the room. "He does not mind anyone" reports the monitor. "He was late to the dining room. He was rude to the teacher. He is sloppy. His collar is always up. His stockings are down. His hair unkempt. His hands dirty."

The collective demands an explanation. But what can one say when completely in the wrong! The boy is silent. The brigadier council arrives quickly at a decision. It is short and concrete. "Make him wash up immediately. Teach him to wear garters. Take him to the barbershop tomorrow and have his hair cropped close. Tell Vanya B. to keep his subordinate from appearing in such a state."

Then they begin reviewing the conduct of fifth-grader Vitya K. He also walks to the middle of the room "underneath the chandelier. "His misdeed is more serious.

"A girl got up from the table" reports the monitor, "And he quietly pulled away her chair. She did not notice it and when she tried to sit down, she fell."

A stormy discussion of the ugly practical joke follows. Various opinions are voiced, but the fundamental point of view is sound. Vitya himself understood his mistake and was sincerely remorseful. In view of this, the decision was as follows: "Let him apologize to the girl, right here at the brigadier's council."

To stand in the middle of the room, listening to one's classmates criticism, to their just comments, is a good educational experience. The children suffer more from the public discussion of their misconduct than from the punishment, though it too has a definite educational significance.

The council boldly defends the interests of the collective, insists on the faithful observance of the regime by all the pupils, extends gratitude to the best children and decides on punishment for misconduct. In the boarding school they say proudly about the brigadier's council: "They act in the Makarenko manner."

Is it possible to instill discipline and good manners into a teenager who has already acquired traits of rudeness, selfishness, dishonesty and bad manners?

It is possible and vitally important to do so. This work is being done successfully in our boarding schools.

The teenagers change for the better when they begin to live, study and work in happy, friendly collectives. The influence of teachers and classmates is tremendous and sooner or later the results manifest themselves.

"Sometimes, the conduct of the whole class or group is discussed. A group of fifth-graders needed plasticine for some New Year's project. They 'obtained' it by spoiling the

plasticine objects from a second grade exhibit and by helping themselves to the plasticine in the teacher's closet. Before this happened, this class had taken first place in a contest devoted to the 40th anniversary of October and at the decision of the council its group photograph was placed on the Honor Board, and all the pupils were rewarded with circus tickets.

Having discussed this action, the council decided: a) to cancel the trip of class V-B to the circus; b) to remove the class photograph from the Honor Board; c) to report the incident to the children's parents; d) to return the plasticine to grade II; e) to ask the director to impose a penalty on the guilty.

Class V had not anticipated such a decision; made a painful impression on the entire student body and gave rise to grave concern in the children responsible for the trouble." (Collection "Educational Work in the Southern Urals Boarding Schools." The Chelyabinsk book publishers. 1958. p. 106-107.)

Finally, in instilling discipline and habits of civilized conduct, the personal example and authority of the teacher-supervisor and his pedagogical tact, are of the utmost importance.

If the teacher is disciplined, highly educated and cultured, if he regards children with affection and takes care of the interest of the collective, if he teaches by word and deed, then he will enjoy great authority and his personal example will be a tremendous power to the good.

And conversely, if the pedagogue is uncultured, sloppy, easy on himself and others, if he often fails to live up to his promises, has only a formal interest in his work and sermonizes the children incessantly, then there can be no hope of his achieving any prestige or giving a personal example. The quality of his educational work will be very low, and there will never be any real contact with the children. The pupils will neither like nor respect him, and rightly so.

The following incident took place in one of the Chelyabinsk boarding schools: On their day out, the children remained in school because of a quarantine. Two supervisors came to one group to take charge, because the work schedule had been upset. It had to be decided who would go home and who would stay with the children. The dean of studies had barely begun to look through the schedule to make the choice when the children begged him:

"Let Mariya Mikhaylovna stay and Yekaterina Semenovna go. We have more fun with Mariya Mikhaylovna."

The children crowded around Mariya Mikhaylovna eagerly

chatting about their affairs and problems.

Maryia Mikhaylovna and the dean of studies immediately told the children that it was impolite to interfere in the grownups' conversation and asked them to go to the ganeroom.

But the childrens' reaction made Yekaterina Semenovna give thought to the shortcomings of her work. In this direct, open way the children often give an evaluation of the teacher's work.

The educator should always be tactful with children. Pedagogical tact consists of ability to find the most correct resolution of the educational problem, taking into account the age and personality of the child. This includes finding the best way of influencing the child. Pedagogical tact is a developed sense of proportion and educational purposefulness. It shows itself in the acts, words, mimicry and intonation of the teacher in his dealings with children.

A tactful teacher knows when not to exceed his authority. He may be angry but not malicious, he may rejoice but not in an emotional and excessive way. It is allright to raise one's voice but not to shout and speak in an irritated, rude manner. One may sometimes show indifference to the actions and words of children but never should one be merely formalistic. It is allright to be friends with children but without undue familiarity.

A tactful, intelligent action by the teacher lingers in the child's memory.

When visiting one of the Chelyabinsk boarding schools, we noticed the exceptionally clean notebooks of fifth-grader Yura S. The well laid out arithmetical examples and problems were particularly striking.

We asked the boy who had taught him to do this and he replied: "My teacher, Anna Vasil'yevna."

After a short pause, he continued: "I began by writing badly and wasting a lot of spase in the notebook. Once Anna Vasil'yevna came over to me and said: 'You do not write so well Yura. But it is all-right soon you'll do better than many of the others.' And then she said: 'Why do you leave out so many lines? Why don't you write the examples in a column? Here is some free space, the here. Did you leave it for the bunny?'

I remembered what she said because I liked it, added Yura. Since then I tried to write better, without leaving any empty spaces on the pages for the bunny, and Anna Vasil'yevna praises me."

Pedagogical tact is especially important in doing remedial work with individual neglected children.

To succeed in instilling discipline and good manners

we must be resourceful and ingenious in organizing a useful and interesting life in the children's collective, and friendly and businesslike relations among the children.

It is clear that discipline and good manners, being important traits of character, cannot be formed apart from other personality traits of the growing man.

Extracurricular Work

Consistently implemented extracurricular work is an exceptionally important part of boarding school life. This is understandable, since the children stay at the school round the clock and not only attend classes and do their homework in school but also spend their leisure there.

Work done outside the classroom is an important factor of Communist upbringing. It helps train children at the elementary school level as well as all the other grades; it broadens the political and general educational outlook of children, brings them up in the spirit of Soviet patriotism, proletarian internationalism, and fidelity to the cause of the Communist Party. Work outside the classroom develops interest in various branches of science, literature and athletics. It teaches children to approach their studies in an intelligent and diligent manner and to be active and self-reliant and it draws them into socially useful labor. It helps bring out individual creative abilities and talents and sets up favorable conditions for collective activity in technical design, literature and the fine arts.

Work outside the classroom makes it possible to organize the children's leisure, to make it meaningful, cultural and interesting. It acts as a spur to children's organizations.

Extracurricular work in boarding schools differs somewhat from the schools of general education.

The day's schedule in the boarding school is so organized that children are able to take part daily in any outside activities and spend their leisure hours in a more organized way than the pupils of the day school. The life of the boarding school pupils is more saturated with labor, social work, mass games and organized walks and athletic games.

Extracurricular work in boarding schools is carefully planned and closely related to the work of Komsomol groups and pioneer detachments. Teachers, pioneer leaders, and the vanguard of Komsomol members and pioneers coordinate all their activities to meet the challenge of the new living conditions and the regimen of the children's collective. Komsomol meetings, pioneer musters, meeting of the student council, political indoctrination courses, club work, the use of the library

and work in shops and in self-service, monitor's duties, the supervision of younger children by older students, the viewing of films and excursions are all done at a definite time, according to a single plan, taking in masses of children.

Boarding-schools have better facilities than day schools to do extracurricular work on a large scale, to diversify it and improve it. The early experience of the boarding schools has shown that their extracurricular work is done more consistently and systematically, enabling every pupil to become an active participant in a club or circle. Often, the children themselves ask the teacher to organize some form of work or play after classes. They willingly help organize a club, prepare for a recital, or establish a ski club or a skating rink and they like to make useful objects for use in the boarding school.

K. D. Ushinskiy noted a long time ago that children's love of activity is a typical trait. This activity is manifested in two basic ways: in work and play. It is known that little children are mainly attracted by play; older children find work more fascinating. Mindful of this, the boarding schools took care to establish conditions favorable to children's work and play during their leisure hours, in a form that would fascinate the pupils, develop their initiative, teach them moral concepts and feelings, arm them with knowledge and develop new skills and habits.

Like in the day schools, extracurricular work in boarding schools is voluntary and diversified. Everywhere, educational, technical, nature, regional study and art clubs have been organized, and extracurricular work in physical education, athletics and political indoctrination is in full swing.

Let us describe individual forms of extracurricular activities in boarding schools.

A special place among mass measures belongs to morning and evening recitals devoted to revolutionary holidays. Both the pupils and the teachers in the boarding schools carefully prepare for them.

The pedagogical council of Chelyabinsk Boarding School No. 1 discussed and approved a plan for a May Day celebration in which the pioneers would participate.

Every class, teacher and supervisor had a definite assignment which they began to work on at once.

The members of the dance group, the chorus, the school orchestra, the youthful singers, reciters musicians and athletes joined in the work. The comprehensive participation of children in the school's undertakings is the tradition of this boarding school.

May Day is a day of brotherhood unites the workers of

our country with the workers of all other countries. Hence, an artistic and musical skit, "The Friendship of the Peoples of the USSR" was given a leading place in the program.

The day's lessons finished, the children actively prepared themselves for the morning recital under the guidance of their teachers. All the children were caught up in this work and fascinated by it. Every one of them became more alert and attentive; the awkwardness of their movements disappeared, giving way to self-assurance and initiative.

In addition to numbers involving artistic self-expression, the children made lanterns, flowers, flags, gift boxes and baskets: for weren't their parents and guests from the sponsoring plant coming to their morning program? A large number of national costumes had to be made for the dance numbers, athletic meets and the characters in the dramatized fairy tales.

The making of costumes was too difficult for the tots. Their parents came to the rescue. They worked on the costumes with the children to the youngsters' great delight.

Diversified practical activity allowed the creative and artistic abilities of the children to develop. The spirit of collectivism and the sense of responsibility grew apace. Aesthetic and moral concepts and ideals were formed. Herein lies the enormous importance of the preparatory stage of the work.

The building of the boarding school was tastefully decorated. It was a labor of love. The classrooms, dormitories, game rooms and auditorium were put into apple-pie order, an exhibition of the "Skillful Hands" Club was set up and costumes were got ready.

And finally, May Day is here.

The parents and the guests -- the distinguished workers of the plant -- arrive. They assemble in the auditorium. An old Communist, E. M. Chopp speaks to the children.

He tells them about the first May Day celebrations, about the solidarity of the workers, the victory of the socialist revolution in our country and the successes of the workers of the Soviet Union. He appeals to the children to study harder, to get along well with one another and to prepare themselves to work for the good of the fatherland. Then the children are greeted by the workers from the plant, and the representatives of the department of public education.

The skit, "Friendship of the Peoples of the USSR" begins. The children appear on the stage in bright national costumes, they tell about the achievements of every republic and perform gay and lively folk dances.

Here come the "Russians." They carry golden sheaths

of wheat and models of tools and machines. They are followed by the "Belorussians," with flowering sheaths of flax. Native embroidery on the girls' costumes and their interesting headgear attract the attention of the audience. The children tell of the growth of the Belorussian people under the Soviet regime and dance the Iyavonikha.

The "Georgians," carrying bunches of grapes, enchant all present by their costumes. And now a surging "Lezginka" is performed, followed by the dance of "Uzbek" girls holding snowwhite branches of flax. One after another, groups representing all the fraternal republics of the Soviet Union pass before the children. In conclusion, all the participants of the skit, "Friendship of Peoples of the USSR" gather on the stage in a picturesque group and sing a patriotic song about the homeland.

The second part of the morning recital. Fluttering their wings, the butterflies flit on stage followed by "flowers" which gladden the eye with bright colors and beautifully made costumes. Boys and girls in pioneer uniforms run together on a "meadow" dotted with daisies, bluebells, poppies and dahlias. They sing and dance. The audience and the performers are all pleased with the gay festival. The festival has gone off well.

Great educational work was done during the period of the 40th anniversary of the Soviet government. As early as September relevant activities by children's collectives were discussed at the teacher's councils of many boarding schools. The children themselves took active part in the preparations for the festival. On their initiative, poems and songs were selected and exhibitions of children's handiwork were prepared as gifts for old Communists.

The boarding school students visited museums, saw the revolutionary landmarks marking the places where the workers had fought for the Soviet government, heard speeches by old Bolsheviks, viewed films and prepared literary and musical numbers reflecting the lives of children in our country now and in the past.

The 40th anniversary of the Soviet regime was treated in boarding schools as a great political event, a great festival that would linger in the children's memories for many years to come.

A widespread form of mass extracurricular activities are evenings of relaxation. Let us tell about one of them.

A colorful announcement appeared on the bulletin board of the Magnitogorsk Boarding School:

"Saturday 24 November -- An Evening of Relaxation.

Program:

1. Quiz "Do you know history, literature and art?"
2. Quiz "Which writer said it and in what book?"
3. Do you know the proverbs?
4. Jestings questions and problems
5. Heroes of Russian Folk Tales
6. Games: "Our alphabet," "I will not answer you myself," "Message with a flag," "Free Place" and others.
7. Attractions: "Blind Man's Buff," "The Fishpole," "Potato Race," "Cranky Rider," "Pick the Mushrooms," "The String Under the Chairs," "Who Can See the Best?"
8. Contest for the best performance of a poem, song, dance or musical composition.
9. Mass dances.

The entire student body busily prepared for this evening. There was something for everyone to do. Young librarians in the reading room prepared the window displays: "Have you Read these Books?" "Comments by Our Readers." A group of pupils get ready the equipment needed to implement active games and other attractions.

Enticing titles appeared on the doors of classrooms: "Quiet Table Games," "My Favorite Heroes," "Russian Folk Fairytales."

Some of the children mystified their comrades by their preparations, increasing their happy anticipation of what was to come.

The teachers helped the Komsomol and pioneer aktiv to map out the areas of work, and the assigning of authority and responsibility.

The evening began. The program saturated with interesting numbers fascinated all the children.

The seniors assembled in the reading room pricked up their ears and listened attentively to every quiz question.

1. Who was the first prince of Moscow and its founder? (Yuriy Dolgorukov)
2. Who was the only one to anticipate Napoleon's defeat? (M. I. Kutuzov)
3. What pastoral poet lived for ninety nine years? (Dzhambul)
4. Whose inspiration produced the song of Yermak? (K. F. Ryleyev)
5. There is a picture entitled "The Ninth Wave." Who painted it? (I. K. Ayvazovskiy)

Many such questions were asked and the students eagerly conferred about them as they tried to answer them.

At the same time, Russian folk fairytales were read aloud to the younger children, summoning the images of

familiar heroes: "The Little Red-Riding Hood," "The Hump-backed Horse, and Ivanushka," "The Swan Princess," all the inhabitants of "Teremok" [The Little Tower], "The Snowmaiden," etc. What joyful excitement, what good feelings they aroused in the children, how they helped develop the imagination: Is it possible to estimate all the good time had done?

The mass games and attractions passed in an animated atmosphere. Each and everyone tried to put his best foot forward, to come out on top.

During this evening at the boarding school, many pioneer and komсомол songs were sung, many poems by the classics and by outstanding Soviet poets recited and national USSR dances performed.

Pupils who distinguished themselves were awarded prizes in a solemn ceremony.

It is difficult to overestimate the educational and character building importance of such mass extracurricular activities.

Here, every child can find something interesting to do, can reveal his abilities as an organizer, his initiative as a song and dance man, as an artist-designer and as a musician.

Extracurricular work in the boarding-schools naturally enough, is not limited to morning and evening recitals. In addition, other forms of activities with children, including the organization of reading outside the classroom are shaping up.

During the first months, it was noticed in many boarding schools that many pupils were not fond of reading. The library and reading rooms were little used, the books were borrowed reluctantly and often returned unread. This attitude on the part of students toward reading worried the teachers they wondered how to develop love of reading in children, how best to organize the work of the library, how to conduct book talks. It was necessary to give serious thought to the problem of reading outside the classroom.

In some boarding schools, such as Moscow Boarding School No. 13 and others, the libraries were so arranged that every pupil was able to select any book he liked from the bookcase. This resulted in many pupils' stopping at the library to look at pictures, and getting drawn into reading about them. They became so fond of reading that they visited the library regularly.

But the children did not always put back the books they took out of the bookcase, and their choice was often purely accidental. The books had to be arranged according to grades: picture books for first-graders, and fairytales, poems and short-stories etc., for those who knew how to read. Now, every

child knew where to look for a suitable book. However, many tots were interested in "grownup" literature; they tried to take books from shelves reserved for their older classmates and cried if they were not permitted to do so.

"It is high time children were systematically introduced to literature. This will help form good reading habits" said the teachers, and they began conducting excursions to the library where children heard about the most interesting books, listened to readings from creative and science-fiction literature and went on book case "trips." This immediately gave good results.

Exhibitions of novelties of juvenile fiction were arranged in libraries and reviews of books written by the youthful readers themselves appeared in showcases. Reproductions of book illustrations and portraits of writers were tacked up on the walls.

Soon, the number of readers increased so much that it became difficult for the librarian to take care of the children, all alone. A library aktiv of book fanciers appeared. With its help it was possible to improve the work of the library and the reading room.

This paved the way to reader conferences, and book talks which are becoming a common practice in boarding schools.

For example, in the Kopeysk Boarding School of Chelyabinskaya Oblast, the aktivists helped set up a library and a reading room. A large stand entitled, "Books Teach Us How To Live," displays a portrait of the famous proletarian writer A. M. Gor'kiy and his words: "Love books -- the source of knowledge."

Next to it is a selection of literature and illustrations on the subject "What Should a Soviet Schoolboy be Like."

1. Whom should he imitate
2. About those who strive for knowledge
3. About those who know how to labor
4. About youthful fighters for liberty and the happiness of the homeland
5. About good manners

Lists of recommended reading are exhibited in tidy frames (a separate one for each class). There is a poster that tells how to keep a diary and how to write book reviews.

Such an external setup of the library and reading room is of great educational importance.

Every group held a discussion under the guidance of teachers on "Books are our Friends," and "How to Read."

Most of the pupils have subscribed to the library and begun to take out books and magazines regularly. The book lovers joined a library club where they learned to care for

books, to help charge them, to make exhibits of new books and to arrange the "Pioneer Truth" showcase. They also became active members of readers' conferences.

Many pupils became fond of books. Here is what a 6th year pupil, Slava T. writes in a wall newspaper: "I have read many books. I try to copy down the most interesting passages and some of them I simply memorize. I consult my teachers about what I should read. I prefer books about travel and flyers."

Slava is a thoughtful reader. He tries to analyze the facts and to evaluate them. The books help him do good work in school. His answers in class are detailed and profound. His classmates like to listen to him talk about the books he has read.

In this boarding school, many pupils can be met in their free time, book in hand, in the reading room, in a quiet corner of the reception room, in the classroom or the schoolyard.

But even here the attitudes toward reading vary. Not all the children are able to organize their reading. Some read with enthusiasm but without any system, "gulping" down the pages, they promptly forget what they have read. Some, and this includes the seniors, do not like to read.

Victor N., a 5th-year student, likes creative literature. Not infrequently the teachers have seen him read even during class, but it has turned out that he reads without any system. If he does not like the opening pages of a book he turns it in, or else looks for interesting passages, skipping everything else.

Pioneer Valya K. did not like to read but when supervision by the councils of the detachment and the unit of the pioneers' reading of creative literature, was increased she began to borrow books from the library. However, she did not read a single one of the books. When asked: "Why do you do this?" she replied: "Cell members who do not read get scolded. When the cell representative in the library found out that I borrowed books he left me alone." It was necessary to deal patiently with Valya in training her to read systematically.

Collective readings of books, magazines and newspapers conducted in a very animated atmosphere under the guidance of teachers did a great deal of good. Many students took active part in them.

Sometimes reading was accompanied by talks on pictures or a review of slides and films.

The Kopeysk Boarding School owns many paintings including "Zoya Before Being Sent to the Front." After the class read L. T. Kosmodem'yanskaya's book "The Story of Zoya and

Shura" the supervisor gave a talk on the picture.

Color slides were shown for the benefit of younger children. They included Russian folk fairytales: "The Fox with the Rolling Pin" "The Goosie Swans," "Neumeyka" / "Butterfingers" / by Ya. Akimov, "The Toys" by A. Barto, "The Kitten" by L. Tolstoy, "Two Fairytales about a Pencil and Paints" by V. Suteyev et al. This was followed by a collective reading and discussion of these stories. The slides visually helped to conceive the ideas and images of the stories in a more correct and thorough way, and to develop an interest in independent reading.

The teachers used this material for ethical talks: "Are there butterfingers among us?" "How should we take care of our toys?"

Fifth and sixth year pupils were shown color slides suited to their age, "The Dog Detective" (I. Volk), "The Sevastopol' Boy" (K. Stanukovich).

The children particularly liked the slides based on stories by the wonderful Urals writer P. Bazhov: "The Blue Snake," "The Stone Flower," "The Green Mare."

Thus, the children's interest in books gradually developed, and the boarding school library was no longer able to satisfy their needs. Some of the students began using the city library which had a much larger book fund. Many children got special notebooks in which they wrote down their favorite quotations (or their own opinions about the books).

Not infrequently, teenagers, having read a book, feel the need to share their impressions of it with other people. They speak not only to their classmates but also to their teachers with whom they frankly discuss the most varied problems. This helps the children to understand the books more profoundly, to grasp their artistic merits and to choose a favorite hero whom they begin to imitate.

In this boarding school, systematic interest in reading is also fostered by the school radio. The broadcasts include news about new books, magazines and newspapers and about the best readers. For example, one of the broadcasts was devoted to Nina S. The pioneers told in this program about Nina's fine school work, her achievements in club work, about what books she reads and how she loves books and what good care she gives them.

Members of the dramatic club often broadcast readings of short stories and literary excerpts. They give recitations of poetry by Pushkin, Lermontov, Nekrasov and also Soviet poets Mayakovskiy, Surkov, Isakovskiy, Mikhalkov and Marshak.

These broadcasts help to develop the children's general culture and esthetic tastes and also to instill love of books.

They foster literary speech.

Readers' conferences are also an important part of work with books. For "Children's Book Week" the pupils of the Kopeysk Boarding School prepared reviews of books they had read and set up the following stands: "V. I. Lenin's Message to the Children," "Gaydar -- Soldier, Writer and Citizen," and "New Books."

Morning recitals and conferences devoted to A. Gaydar and P. Bazhov were also held at the Boarding School.

The teachers' collective of the Kopeysk Boarding School, using various means and methods, conducts systematic work in organizing outside-the-classroom reading by children on a mass scale. A great deal has already been accomplished, but every teacher understands that this is only the beginning, that many years of educational work to instill into every child solid habits of independent work with books, and genuine love of reading are needed.

Unfortunately, we still have boarding schools in which outside reading is poorly organized and the work of the library amounts to the mere issuing of books. These boarding schools have no plan in regard to children's reading habits. The pupils read anything that falls into their hands; the child-supervisors look the other way. They neither help the children select the books, nor do they organize talks or readers' conferences. Such shortcomings impoverish the spiritual life of the pupils and should be promptly eliminated.

One type of outside-the-classroom work is students' wall newspapers.

The wall newspapers discuss national politics and pupil participation in socially useful labor. They help the students to cope with the existing shortcomings and shape the right kind of public opinion in the collective.

The wall newspaper in Moscow Boarding School No. 13 deserves commands attention. As a rule, the students tell in it about the various sides of their life, and subject to serious criticism any kind of irresponsible behavior by individual pupils.

For example, Tanya Sh., a fourth-year pupil, displayed bad manners in the dining room. She talked too much, littered the table with crumbs and spilled the food.

In one of the issues of wall newspaper "Yezhik" [Porcupine] there appeared an item on Tanya Sh.'s conduct. "Who will take up the problem of guiding Tanya?" was the concluding remark of the item. Underneath the item there was a cartoon. This item insulted Tanya greatly and she "jumped" on the author. But Tanya's neighbors at the table declared: "If you continue to act this way at the table we shall ask

the supervisor to seat you at the tots' table. They will teach you proper table manners." The pressure of public opinion had its effect on Tanya and helped her change her conduct.

In addition to wall newspapers, radio newscasts have become very common in boarding schools.

We shall tell about radio newscast "Keen Eye" of Boarding School No. 10, Moscow.

The idea of such a newscast originated with the children. Once, after the regular inspection of dormitories, classrooms and the children's personal neatness, monitor Valerik B., said to his classmate Yura R., "I shall write about you to the newspaper and make up verses about you; every day you get scolded but you are as sloppy as ever. I shall even suggest that they make a special newscast about you." This idea appealed to both children and teachers. Soon it was announced that there would be a program of newscasts in the boarding school and that anyone who wished might contribute to it. For many pupils, this was an unusual and interesting experience.

And finally, the first number was ready.

The announcement rang out through all the classrooms and halls:

"Attention! Attention! Listen, listen, we begin the broadcast of radio newscast 'Keen Eye' In today's broadcast we shall speak on 'Individual Rules of Conduct.' Our correspondents have visited all the dormitories and classrooms and they will tell you what they saw. Broadcast No. 1: 'The Outer Appearance of the Pupils.'"

Correspondent Sasha M. announced that not all was well in the second grade. Serezha F. and Borya R. were very sloppy. Their jackets were creased, the belt in the wrong place and the undercollars missing.

The newscast devoted an individual poem to third-year student Vitya O. He always washed badly and refused to cut his nails.

The newspaper told about Alla B. and Sash M., the neatest pupils. They are always carefully washed and combed. Their school uniforms are clean and pressed. The books in their desks are neatly arranged.

The pupils learn about "Individual Rules" from every newscast. It must be noted that pointed remarks about individual pupils are of great educational importance. Children quickly react to criticism and try to do better.

The newscast is composed by the entire student body. Many of the pupils write for it. It takes a big place in their lives.

There are radio newscasts in other Boarding schools

in Moscow, Chelyabinsk and other cities. They also reflect the many forms of activity of the children's collectives. For example one of the June newscasts of Moscow Boarding school No. 10 announced that youth representatives from all over the world would soon come to Moscow to show once again how much the millions of common people want to live in peace. The whole country was getting ready to give them a worthy welcome. It was also announced that the foreign friends would visit Boarding School No. 10.

"Are you preparing gifts for these friends?" asked the newscast. "In every broadcast, we are going to describe the gifts that are being made in various classes." Then the decision of the council of the pioneer detachment to conduct a contest for the best gift was announced.

The appeal of the pioneer detachment to greet the welcome guests with a good school record and good gifts was broadcast.

While preparing for the New Year, the radio newscast told its listeners interesting school news. "Friends, soon we shall be celebrating the New Year. On 3 January, a New Year's excursion into fairyland will take place. Many of us are already busy getting ready for the trip. Everybody is supposed to come to this party in colorful, funny and gay costumes. Make your costumes and masks."

In the subsequent newscast the children were told of which cells and detachments of those that prepared for the party had made the best showing.

The newspaper often describes the social and labor activity of the children, tells of examples of stubbornness and persistence in attaining a goal, of comradely cooperation etc.

Boarding school experience shows that the newscasts enjoy great prestige wherever the children take an active part in running them.

Many boarding schools conduct systematic excursions to historical and regional museums, to picture galleries, to historic landmarks and the environs of cities. Children evince great interest in the revolutionary past of their region, in the development of industry, agriculture and cultural organizations, under the Soviet regime.

Almost all the Moscow boarding schools visited the State Literary Museum. Here is what the director of the Museum says about it:

"Nowadays the Literary Museum is often visited by boarding school pupils. We want to occupy their leisure as interestingly as possible. A morning recital, "Pushkin's Fairy-tales," was held for their benefit under the direction of an

artist from the Moscow Philharmonic. The meeting ended in a short concert which consisted of Pushkin's writings put to music. An earlier recital was devoted to the great Danish storyteller, Hans Christian Andersen.

Other morning recitals are being organized for boarding school pupils. They are devoted to the works of A. Geydar and to Russian folk fairytales. Excerpts from "Uncle Tom's Cabin," the novel of Beecher-Stow, are read aloud to the children. Artistic reading is followed by color slides."

The students of the Leningrad boarding-schools regularly visit the Hermitage, the Russian Museum and the theaters.

Excursions to museums, art exhibitions, and local monuments, give the children an opportunity to study works of art, to develop esthetic feelings and to form ideals of beauty and artistic tastes.

Excursions to historical spots in the environs of the city have become very popular.

The youthful Muscovites have visited the Kremlin, the Museum of the Revolution, the Red Presnya [a suburb]. The Leningrad children made an excursion to the warship "Aurora," to Smol'niy, the historical headquarters of the Great October, to the Leningrad History Museum, and to the Petropavlovsk Fortress...

The pupils of the Chelyabinsk boarding schools go to the Squares of the Revolution and of Revolt, the Siberian Depot, the Museum-Room of Ya. M. Sverdlov, the house of revolutionary-Communist D. V. Koloshchenko etc.

Similar excursions take place in other cities. These measures are a valuable contribution to the ideological and political education of the children.

An important form of mass extracurricular activity consists of overnight hikes ranging over many miles of one's native region.

During the summer months, while resting in pioneer camps, boarding school pupils went on thousands of hikes of historical and regional importance. They made many geographical excursions into nature and industry. These were fascinating hikes that lasted many days.

The pupils of the Urals boarding schools went on many hikes.

Groups of hikers in the Urals were given the following assignments:

To describe everything that happened during hikes in diaries, magazines and newspapers. Every pupil must carry out his assignment without fail.

All the groups take active part in socially useful labor (help with farm work in the kolkhozes, past which the

itinerary takes them, and with amateur entertainment organized for workers and kolkhoz members).

Here are some typical assignments to young historians: to collect material on the history of the October Revolution in the Urals, to interview participants in the Great October Revolution and Civil War, and write down these conversations in detail.

Assignments for your geographers: to compose maps of hike routes and to note all the spots where camping and overnight stays are possible; to give a geographical description of the itinerary.

Assignments for young biologists: to collect a herbarium of medicinal herbs and a herbarium of types of trees and to make a collection of forest insects.

Assignments to young geologists: to collect specimens of which the shores of the Urals rivers are composed and also the caves (of which there are many in the Urals) and to make a collection of minerals and fossils.

Assignments to young photographers: make up a detailed photo album of the hike, photograph historical spots, monuments, famous people and beautiful landscapes in the native region.

A study of the materials of this hike shows that the young patriots carried out a great socially useful assignment as well as a considerable work of regional interest. They collected a wealth of material of educational and character-building significance. We cannot give a full list of everything accomplished but we must note that the schoolboys visited many historical revolutionary monuments and places in Sverdlovsk, Chelyabinsk, Perm', Zlatoust and rural districts, talked with old Communists and their relatives and collected interesting and edifying stories about the heroism of workers, soldiers and peasants who fought for the Soviet government 40 years ago. Extensive herbariums and collections have been assembled and geographical descriptions of the itinerary given.

Let us give some examples.

A group of hikers followed the route: Chelyabinsk - Miass - Turgoyak - Kushtuma - Zlatoust - Chelyabinsk - Korkino.

Its diary contains many interesting notes that tell how the children studied the past of the districts and cities which they visited.

We shall quote one of them.

We devoted the whole day to getting acquainted with the city and its historical past.

Zlatoust was founded in 1554. During the first years

of its existence a handicraft industry began here which immediately became famous for its manufactures from marble, semi-precious stones, pig-iron and gold. The first steel factory in Russia was built in Zlatoust. The products of the first Zlatoust plants soon became known beyond the boundaries of the Russian state.

At the end of the 18th century, the city had 22 plants. The first plants were built by the Tula merchants in 1754-1769. In 1771 the Masalov family built a Zlatoust plant at the foot of Kosotura Mountain. The very next year a furnace was put into action and producing 1086 pods of pig iron.

Later, the Masalovs sold the plant to the Tula factory owner, Iuginin. He ordered the plant to be expanded and perfected. He also built the Miass plant. Factory owner Iuginin had 2,000 serfs who worked in his plant.

The merchandise was carried to markets by boat and barge along the Ay, Ufimka, Belaya and Volga Rivers.

The workers were very badly off. They often revolted. The leader of one of the uprisings was the skillful Urals master Dubrovskiy-Trofimov. The uprising was suppressed and Dubrovskiy was cruelly tortured to death.

In 1915, the first arms factory was built which produced cold weapons for all of Russia.

From 1817, the great Russian metallurgist, Pavel Petrovich Anosov began his activities in the Urals after graduation from the cadet mining corps.

At first Anosov worked in various subordinate capacities. Then he became director of an arms factory, and finally the chief of a mining plant.

Anosov worked in Zlatoust for more than 30 years. For more than 10 years he worked to obtain forged steel whose secret had been lost. After working for many years he discovered the secret.

Anosov was the first to use a microscope in metallurgy. He perfected the production of pig-iron and steel.

The immense importance of his works was fully appreciated only during the Soviet regime.

The people and the Soviet government perpetuated his memory by erecting a monument to the great metallurgist.

In 1854 Obukhov became the manager of the arms factory. He developed the production of steel canons. The first steel Russian canons thundered here, announcing to the whole world the new achievement of the workers of the ancient Urals plant. Later, Obukhov founded a steel-canon plant in Petersburg.

The first organized action by Zlatoust workers coincides with the beginning of the revolutionary movement in Russia.

In 1896-1897, there were three organized actions by

workers in Zlatoust. The last one was successful. For the first time, the workers of the Urals succeeded in getting their demands for an eight hour work day.

The leaders of the strikes were A. S. Tutev, P. I. Zemskov, V. P. Rogozhnikov. They were arrested and confined in the Ufa prison. Tutev was tortured and died in 1898. The new important action of Zlatoust workers occurred in 1903 during the industrial crisis. The workers ceased work and came out on the square to present their demands. But the governor-general did not even want to talk to the people. At his orders three volleys were fired into the unarmed crowd. Sixty nine men were killed and more than 200 wounded. Of those wounded, comrades Shilov, Zotov and Kalinev are now alive. The workers of other cities in the Urals and in Russia conducted strikes as a sign of solidarity with the workers of Zlatoust and as a sign of protest against the cruelties of czarism..."

The diary goes on to tell how the October revolution came to Zlatoust; it tells about the heroism of the workers, the unselfish work of the leaders of local Bolsheviks, N. B. Skvortsov, M. G. Nazarov, V. D. Kovshov and Sh. Khommatov who fell in battle. With feelings of pride and joy the young regional historians noted the great changes that had occurred in the city during the 40 years of the Soviet regime.

In doing this work, the children discovered a great deal that was new in the history of their own Urals, they became familiar with the monuments of the revolution and with the heroes who gave up their lives for the good of the working people.

This material made the ideological political education of the schoolboys a reality, it developed the feelings of national pride. Hence it is no accident that the youngsters made the following comments:

"The field trips reveal to us the wealth and beauty of our region, and makes us proud of the fact that we live in the Urals and that the grandiose successes of socialist building in the last 40 years are due in part to the labor of our fathers."

Geographical notes were also taken under the guidance of teachers.

Young biologists collected a herbarium of medicinal herbs of Chelyabinsk Oblast' and gave their description.

During the trip, the children became physically hardened. Their physical strength kept pace with their sense of comradeship. They did so many difficult things together. Just crossing the mountains was an adventure in cooperation.

Now, in some boarding schools, they are beginning to

establish historical, regional and polytechnical museums. This is a very useful, necessary undertaking which will help attain many educational and character-building goals. Such a museum would display collections of minerals, soil specimens, insects, plants, and stuffed animals and birds, i. e., everything that reflects the local flora and fauna and that can be collected and made by the children themselves. The museum is to have a historical department, materials characterizing both industry and agriculture, albums of photographs and stories by students. The annals of the boarding school will also be kept here.

It is planned to establish such museums in the boarding-schools of Moscow, Leningrad, Chelyabinsk, Magnitogorsk and other cities. Pioneers and Komsomol members are already taking active part in this undertaking.

During the very first month of the existence of boarding schools, academic art, technical and athletic clubs were organized. Workshops, study rooms and laboratories were equipped for this purpose and all the necessary instruments and materials were obtained.

Academic clubs, called upon to broaden the children's knowledge of basic sciences, as a rule conduct their activities on the school premises. Most often, the children listen to reports of their own classmates on some subject of interest; they discuss the report and add to it material that they had acquired in preparation for the club session. Other academic clubs (dealing with physics, and biology) predominantly conduct practical studies devoted to the assembling of instruments, the conduct of experiments, work with plants, care for animals, the assembling of collections and the putting together of herbariums. These clubs are very popular and heavily attended.

The teachers were aware of the fact that younger school children were fascinated by technology but did not yet have any concrete knowledge of it, nor any stable interest in any particular type of work. This is why, there were few specialized technical clubs in boarding schools but many "skilled hands" clubs in which the children busied themselves with making things from paper, cardboard, wood, wire and tin. Wholeheartedly, they threw themselves into making Christmas tree decorations, models of simple machines and scale models of mountains, rivers, electric power stations, virgin land settlements, and their own boarding-schools. In these clubs, the younger pupils acquired their first skills, learned to work and became acquainted with the basic properties of materials while making useful objects.

The work of the "skilled hands" clubs was planned by

the teachers in relation to the ages of children. First and second-graders made seed packets, wove rugs out of strips of multicolored paper made Christmas tree decorations, and modeled fruit and vegetables in plasteline. The children learned to work with pencils, scissors, glue and paper. They studied the form and volume of the objects represented. Later they made toys from acorns, pine cones, moss, bark, match boxes and spools.

Third and fourth year students tried to make useful objects such as notebook covers; they cut figures of animals with a fret-saw made photograph frames as gifts to their parents; they made binoculars, bound books, stitched utility bags, mended linen and embroidered.

In addition to this, the clubs gave lessons in using a metal constructor which were very popular when preceded by excursions to construction projects where the children observed the work of cranes and other machines and mechanisms and, in rural areas had a good look at tractors and combines. After such excursions the children naturally wanted to try their hand at making similar machines, often with great success. The "machines" made with the constructor, on the whole, reflected the contours of machines they had seen on excursions.

The work of the "skilled hands" club follows a different plan with children aged 11 to 13. The work here is largely related to the disciplines studied in the classroom: natural history, geography, history and regional studies. The children assemble simple instruments and visual classroom materials, and solve uncomplicated construction problems.

In setting up a nature calendar, the children learn about such phenomena as air humidity. In Chelyabinsk Boarding School No. 2, the club members made hygrometers -- instruments measuring air humidity. They are simple to make. The children were helped in making them by practice-teaching students from the department of science of the school of education.

The children also threw themselves with enthusiasm into the making of scale models of areas which were interesting from the point of view of geography or regional studies. One successfully accomplished project was a scale model of a local stone quarry on a large sheet of plywood. Having made a relief of sawdust boiled with joiner's glue, the children used match boxes and wooden blocks to construct industrial buildings and residential houses. The high-power electric line and the forest were made of wire of different diameters, thin pine laths, moss, colored paper and thread. Every object had to be reproduced rather exactly, hence the children first made a drawing of the required size. This work captivated the

children and taught them a great deal.

The work of other clubs is also beginning in the boarding-schools: radio, motion picture, photography, carpentry, locksmithing et al. Members of the radio club of the Murmansk Boarding School installed radios in the school building and the living quarters. Members of the club of youthful motion picture mechanics learned to demonstrate motion picture films.

The students of the Gzhatsk Boarding School in Smolenskaya Oblast, having learned to run a projector, began using it to demonstrate the badly kept notebooks and soiled textbooks of individual students.

Twenty various clubs and athletic groups have been organized in the Kopeysk Boarding School and are functioning successfully. They embrace the overwhelming majority of the students. Their success is due to the fact that the sum and substance of their activity corresponds to the children's interests. The clear-cut and consistent schedule of meetings teaches discipline while the need to account to the other members at the end of the year for one's creative successes in exhibitions, amateur theatricals, and athletic contests increases the sense of responsibility.

The school radio tells about the work of the club members and the athletes. The children expect these broadcasts with impatience, suggest the subjects and ask permission to speak on the microphone.

Here is one of the broadcasts:

This is the boarding-school radio. Listen to our broadcast. "Around the Clubs with a Microphone." (The gay sound of the song "Pioneers in Camp.")

Our chorus has 80 members. The children of the glee club are very fond of it. They do not miss a single session. And no wonder: There is so much life, joy and gayety in singing.

Listen to the "Urals Festive Song."

"Mikhail Mikhaylovich, what are your plans for the future?"

"I should like to organize a chorus of 60 to 100 boys."

"How many boys are in the chorus now?"

"Thirty boys."

"Well, buddies, we wish you success in your creative work. Always remember, the chorus is the pride of our boarding school."

We are in the ballet club.

Next to the bars (which, for the time being are chairs) stand 30 boys and girls. They come from all the classes.

They repeat the exercises. Carefully, gently and gracefully, they make the figures. But some of them are lagging behind.

The instructor, Vyacheslav Georgyevich goes from one to the other, pointing out the mistakes. Luba stoops, Sasha is off beat, Yura's movements are too jerky.

Now the sounds of the Russian folk dance ring out and the children follow each other around in a Russian step. They are getting ready for a round dance.

We are impatiently awaiting our first dance examination.

"What are our drama clubs doing?"

We visit the third and fourth year drama club.

"Hello friends."

"Hello."

"Tell us about your drama club."

"Our club has 25 members. We look forward to the club sessions. Here, two hours flit by fast."

We work a lot on speech, to develop diction and to memorize our line, the sooner to get on stage.

Now we are working on the Mikhalkov play "Special Assignment."

We also study dumb show.

"Vera, tell us what is dumb show."

"For example, one of us leaves the room and we agree on what we shall act out. Say, we are on a lake, fishing. One of us has cast in his line, others are by the fire making fish chowder, still others are gathering firewood. When everything is ready we call in the one who has left the room. He must guess what we are doing.

"What does your work on speech consist of?"

"We do mouth exercises and practice tongue-twisters."

"Some of us have learned to say five tongue-twisters in one breath."

"Who among you is such a master?"

"Luda K. and Galya G."

"Luda, give us a demonstration."

"The important thing about tongue-twisters is to say them fast and clearly." I shall say the following tongue-twister." [Tongue twister follows]

"Good for you, Luda."

"We also work on logical emphasis."

"What is logical emphasis? Vitya, you tell us."

"The vocal singling out of one word in a sentence is called logical emphasis."

In the meantime, a play is being rehearsed in the fifth-year drama club.

"And what is this?"

In the second room the accorionists' club is holding its meeting

"Hello, kids! Go on, don't stop. (The melody of the song is heard.)

It is Volodya K. who is doing the day's exercises.

"Valeriy Nikolayevich, are you pleased with your pupils?"

"Indeed I am. The children study with a will, especially Volodya K. If this keeps up, the school will raise its own excellent accordionists."

Here is the laboratory.

"And what kind of club is this?"

"This is the club of young photographers and motion picture mechanics."

"How many members does this club have?"

"It has 25 members."

"Let us look in here, fellows."

A review of the work is in progress here. - Sasha B. is reciting.

"The quality of the photograph is influenced by the light on the object. The light depends on the time of year and day, the state of the weather, and the nature of the object (a group, a portrait taken outdoors, in the shade etc.).

Tolya N. will take a picture and then explain what he has done.

"I am photographing a group of people indoors, at a distance of five meters from the window, on light sensitized film of a speed rating 130, and this is why I take a diaphragm opening of 3.5, and exposure of one tenth of a second, and lower the shutter..."

We pass into the next room. We hear the sound of sewing machines.

In the workshop we meet Olya S., Tanya A., and Alya G. Today is Saturday. There are no sewing classes. But the girls are here. They are enthralled with sewing.

"Girls what have you learned in the sewing circle?"

"We have learned to sew on a pedal operated sewing machine."

"We help Yelena Vasil'yevna sew on dress sleeves, we have learned to stitch and to bind button holes."

"Do you accept orders?"

"Not yet, but soon we shall take orders on doll dresses. Some of the girls have already made dresses for their dolls."

"We wish you luck with your first orders."

"Thank you!"

Such radio newscasts are regularly broadcast in the Kopeysk Boarding School. They acquaint the pupils with the work of all the clubs and athletic groups, and they tell about the children who have distinguished themselves.

In many boarding-schools, especially, before the holidays, exhibitions of children's work done in clubs are organized. They exhibit embroidery, handkerchiefs, aprons,

dressess, knick-knacks made of wood, metal, plasteline, cardboard and paper. Many things have been made with taste and skill, and by impressing the children they draw them into membership.

In addition to clubs dealing with academic subjects and technical skills, the boarding-schools have clubs whose work is related to the esthetic education of the pupils which is very important for the thorough development of children.

The following clubs are active in the Murmansk Boarding-School: the glee club, the folk instruments club, drama and elocution clubs et al. The drama club produced "The Adventures of Cipolino" by Jeanine Rodari. The glee club and the folk instruments club often give concerts before the students and the general public.

The Angara Boarding School has a fine orchestra of folk instruments with a membership of 40 pupils. Many boarding schools have art clubs and elocution clubs.

Children enjoy the movies and the theater. After a performance they have collective discussions of the play or film, a practice that helps form moral concepts and convictions.

Choral singing is very popular in boarding-schools. It creates a cheerful mood, inspires love for the vocal arts and unifies the children. The children sing at school parties, pioneer meetings, on walks and hikes.

The boarding-schools pay a great deal of attention to musical education. Starting in primary grades, the children study music under the guidance of teachers, and listen to music at special hours.

Pupils who are musically gifted attend music schools. The musically endowed pupils of the boarding-schools of Moscow, Leningrad and other cities all study in music schools.

Children are also interested in the art of choreography. They study ballroom and folk dancing in boarding-school clubs and take part in dance contests. All this is very important in teaching good deportment and graceful movements, in achieving a smart appearance and a sense of rhythm.

The boarding-schools are in a very good position to give the children a good physical education.

All the boarding-schools have morning setting-up exercises, conducted separately for different age groups. The setting-up exercises are done under the supervision of physical education instructors and older pupils. Athletic games are a regular part of the curriculum and physical education clubs function on special schedules. Athletic competitions and games take place periodically.

The work of physical education has a particularly wide

scope at pioneer camps. It is combined with the physical hardening program through the utilization of natural means: sun, air and water, and also through hikes, walks in the woods and fields and to the river bank and through active participation in farming.

The boarding-schools also arrange meetings with the best athletes of the country who tell the children about the achievements of Soviet sportsmen. These meetings have a good influence on the children as they evoke a desire to engage in athletics.

Children cannot grow and develop without play. Play has an important place in the extracurricular work of the boarding schools. Correctly organized games are beneficial and healthful. They are a source of romanticism and enterprise and a means of influencing the student body.

The boarding-schools are excellently equipped to organize various games, athletic, mathematical, geographic, literary and tactical topographic games.

In many boarding-schools there are special rooms for the games of younger and intermediate children, equipped with furniture and play material. Games are also held in the pioneer room the reception rooms and outdoors.

On the pupil's own initiative, home-made toys are being made in boarding-schools, physical education courts are being set up, and collective games organized. Many pupils take part in these games.

Most of the games take place outdoors (in the school yard, in the park, on forest outings) or in the school gymnasium. In addition to such popular games as volley-ball, lapta [Russian ball game] football, "third man out" hide-and-go-seek, twelve sticks and others, the following games are also being studied: "The Lost Link" "Tree Place," "Defending the Fort," "The White Cane," "The Three-Board Race," "Tug-o'war," etc.

Educational problems are most effectively and easily solved in those boarding schools in which games are well organized and regularly played and the life of the student body is interesting. Games foster friendship and comradeship, cooperation, discipline, persistence, teamwork and striving for better results.

We are examining only some of the forms of extracurricular activity now taking place in boarding schools. Experience testifies to the great possibilities at the disposal of boarding-schools for the useful and intelligent organization of leisure outside the classroom.

At the same time, it must be noted that extracurricular educational work in a number of boarding schools has not yet attained the proper degree of development.

It is binding on the pedagogical collectives to improve this area of work with children in the very near future. The matter is not merely quantitative, that is, it does not merely involve the enrolling of all the boarding-school pupils in clubs, but also the resolution of a number of other problems.

The first and foremost need is to strengthen the character-building side of extracurricular work with children. It has been observed that in many boarding-schools extracurricular activities are regarded as merely a way of keeping children out of mischief. Not always do the pedagogues think through the educational possibilities of every extracurricular measure thoroughly and profoundly. This considerably lessens the educational effects of the entire program. This shortcoming must be liquidated.

Extracurricular activities will fulfill their purpose when they are organically related to the whole boarding school system of educational and character building work. Hence it is imperative to give serious thought to the work of every club, circle, program and plan of recitals, parties and excursions.

It is still possible to see a certain split between extracurricular activities and classroom studies, especially in the field of polytechnical instruction. This is reflected in the fact that there are few technical youth clubs in boarding-schools. The program of the clubs consists mainly of making home-made mechanical gadgets, whereas familiarity with the technology of materials and rational methods of work easy enough for the children to understand receive so little attention as to be almost entirely neglected. To be sure, a technical club is a place where the children must engage in practical labor, but such work alone does not give the desired results. It must not be divorced from the problems of polytechnical instruction as is done in those boarding schools in which the extracurricular work is reduced to the implementation of narrowly practical ideas.

This is an important circumstance which is beginning to command serious attention. In the Kopeysk Boarding School, they are setting up clubs for motion picture mechanics, chefs, shoemakers and joiners, that offer a special program of theoretical studies.

In the work of academic clubs the relationship with the school program is expressed more clearly, but here verbalizing tends to take precedence over practical assignments such as maps, tables, collections, herbariums, instruments and the like.

Extracurricular work in the boarding schools is done

under the guidance of teachers and supervisors. This is as it should be, but in some boarding schools the role of children's initiative is minimized. The teachers try to do everything themselves and convert the pupils into mere automatons.

Extracurricular activities must be conducted with the active participation of children, including the Komsomol, the pioneer organizations and the student council.

In a few boarding schools, as for instance, the Chelyabinsk Rail-Road Boarding Schools, the clubs were organized at the request of the children themselves, when groups of pupils wishing to join them, appeared. Usually, the teachers do not wait for the children to ask for a new club, reader's conference or excursion. They do a big job of preparatory work, study the interests of the children and try to direct and develop their tastes for labor and sports, literature and art. As a result, the teachers and pupils decide together, without procrastination and form of extracurricular activities.

This approach encourages self-reliance and should be used in other boarding-schools.

So long as the boarding-schools consist of lower and intermediate classes, extracurricular work will naturally consist mainly of giving the children useful knowledge, working out practical skills and habits, and making good use of leisure. But the older the children the more insistent will be the problem of doing socially useful productive labor of various kinds in the children's collective. Of course, this does not mean that the need to engage in the arts, in physical education and athletics or to organize academic clubs, would be disregarded. But socially useful labor will take its rightful place. Every boarding school should begin at this early date to undertake measures to attain this aim.

The most complicated problem on which the teachers' collectives are now working is the drawing up of program of upbringing in relation to ages. This problem also interests the mass schools in which they are now trying to determine what educational demands should be made on the students, in relation to skills and ability to labor, physical preparation, esthetic development, manners, discipline and other sides of the life and activity of the child.

The first attempts to determine the concrete aims of extracurricular educational work in the boarding-schools were related to the determination of norms of conduct to which the collective should conform. For the time being, the programs remained rather general, but they were a step in the right direction. Now the efforts of teachers and supervisors are concentrated on determining the demands to be made on the children in all other areas of their lives particularly in

the area of extracurricular studies. It is not enough to say that the school should have a certain academic, technical or art club. Apparently, it is also necessary to define exactly what types of work the children of various ages would do in these clubs, and what methods they would use. The boarding-schools take energetic measures to teach the pupils the skills of domestic science, but it has not yet been conclusively determined how to adapt this work to individual age groups. Of course, the setting up of such a program of educational work is a complicated matter, requiring a great deal of time, effort and testing, but its extreme importance makes this necessary.

Extracurricular educational work must have its model program for every class. The existence of such a program will make these studies purposeful, valid in content, and varied in form, and will lead to fine educational results.

The Boarding School and the Family

The opening of boarding-schools significantly changes the relationship of the family to social education by greatly increasing the importance of the latter.

In connection with the increased importance of the social side of education, some parents and teachers asked the question: would the boarding school totally liquidate the home upbringing, would it bring about an estrangement between parents and children. Life has shown that this is not so.

Children are placed in boarding schools only at the express wishes of their parents. There have been many more applications than vacancies. This fact alone convincingly testifies to the immense popularity of social education. The boarding-school pupils see their parents regularly on their free days, on holidays and also during winter, spring and summer vacations.

The parents continue to take part in the upbringing of their children in new, specific ways. The warm relations of love and mutual respect, the feelings of spiritual closeness, sincere friendship and care for each other typical of parents and children, are not infringed upon. Parents love, tenderness, attention and child love, attachment, loyalty and respect for mother and father, remain the same.

If for any reason whatever, the family becomes dissatisfied with the fact that the child is studying at the boarding school, they may take him out and enroll him in a public school of general education.

The new system of social education enables the parents to work well in production and to participate actively in the social and cultural life of the country. Their minds are at rest as far as the upbringing and education of their children is concerned. The family is further strengthened by the fact that parents are largely freed from the cares connected with feeding the children, controlling the regimen of the day, purchasing clothing and footwear etc.

"I am a lonely woman (writes a worker at one of the Zlatoust plants) I work. I have a son. What a lot of trouble I had with him. I used to lock him in before going to work. He stayed alone all day, was bored and lonely. But if I did not lock him in he would be running the streets.

Last year my Valerik entered first grade. He did poor work in school. I worked on shifts and so there was no one to help him with his homework. But now a wonderful thing happened to me, and not to me alone, a boarding school opened and I put Valerik in it.

And after three months at the boarding school my child became a new boy.

He began to do better school work and to behave better. He is always clean and neat. He eats, goes on outings under the supervision of a teacher, does his homework, goes to bed, and all of this at the proper time.

Many thanks to the Party and the government for taking indefatigable care of our children. (Zlatoustovskiy Rabochiy /Zlatoust Worker/ of 4 January 1957 article by Ye. Sal'nikova "We Thank you on Behalf of Our Children.")

"I am raising six children all alone, (writes Mother-heroine Grigor'yeva. My husband was a railroad worker. He died on his job. I thought I would not survive my grief, would not be able to raise my children. But the state helped me: the children were awarded good subsidies. I began to work. This year, my son Pavlik was accepted into the fifth class in the boarding school. He is doing good work which makes me very happy.

Pavlik likes his new life. When he comes home on Sunday he says to his younger brother and sister: "Clean the room, help mamma, do good work in school". Then he shows them how they make the beds at the boarding school. And then he takes the broom and cleans up the room. I see that they teach children good work habits in the boarding school, that they bring them up well ... I wish to thank our own Party and government from the bottom of my heart for taking wonderful care of our children, and to send a mother's thanks to the teachers and child-supervisors of the boarding-school."

However, it would be wrong to think that placing the children in a boarding school releases the father or mother from their obligations or responsibility to society for the upbringing of their children.

The experience of boarding-schools thus far, has already made it possible to arrive at the conclusion that the success of the educational character-building work depends to a considerable extent on the correctly organized cooperation of teachers and parents.

At this point it is not yet possible to give a circumstantial reply to many questions, for example, in regard to the psychological changes that have occurred in the children; and on how they affect their new relations with their parents, to what extent and in what form should the parents participate in the life of the school, how often should the children see their parents, what new forms of regular and periodic work with the family should the boarding school conduct in cases where it has no social unit like a school of general education.

The cooperation of teachers and parents goes back to the period of preparation for the opening of boarding schools.

The teachers visited the homes of most of their future

students, and they learned about the type of home upbringing they had had; this way very helpful to the teachers in their future work.

After the opening of the boarding schools, their relations with the parents acquired a systematic character. Parent meetings were held at the outset. For example, Chelyabinsk Boarding-School No. 2 held a parents meeting one week after registration.

The fathers and mothers went carefully over the entire four story new building of the boarding-school: the classrooms, the rooms reserved for rest and games, the library and reading room, the workshops and the gymnasium, the dining room, the dormitories, the rest rooms and the showers.

After this, the parents assembled in the auditorium where the director described the day's regimen and explained on what terms they could see their children. The parents made many good suggestions and elected a parents' committee.

It was good to see that the point of view of the teachers and parents coincided on all the problems. The parents were told with particular emphasis of the need to teach the children to work, to instill into them practical skills and knowledge.

During the first days in a large collective, some of the children felt oppressed by the unaccustomed surroundings, regimen and discipline, they missed their parents, cried and asked to go home, and some of the more "enterprising" and undisciplined children ran away from school. This was especially typical of the tots.

We can cite the following example.

Vanya N. a pupil of Chelyabinsk Boarding School No. 2, peered fearfully around him, as he stuffed left over pieces of bread into his pockets. He had deceived the teacher, telling him that he forgot to put away his napkin and must return to the dining room.

After getting the bread, he darted into the yard, and then into the familiar street. The plan had been conceived long before and the boy acted resolutely ... Here was the street car stop. The street car approached. The boy quickly got into the car and hid in the corner, between the passengers, as far as possible from the conductor.

But Vanya was not to ride very long; as luck would have it, the comptroller entered the car and took the ticketless and suspiciously scared passenger to the police station... An hour later, Vanya stood with hanging head in the office of the principal.

"Why did you run away, what do you dislike around here?"

"I like everything here," whispered Vanya, "I only wanted to see Mamma and sister Olen'ka, and to feed my Sharik. I am homesick".... The boy began to cry.

"Very well, we'll send for your mother and sister and you will see them" said the director soothingly.

Vanya soon grew accustomed to the school, made a lot of friends and was no longer homesick.

The first month was a kind of test of the ability of the children to live without their parents, in a different, non-family collective. The children adjusted themselves to the new regimen, made friends and learned to fulfill their obligations. A month later, they were allowed to go home on Sundays, and the parents were given permission to visit the children at the school.

Both the children and the teachers prepared carefully for the first meeting with the parents.

Things were put into order with particular care and love. The pupils, after looking themselves over in the mirror and brushing off the last "dust" particles, kept smoothing their already neatly combed hair. Full of expectancy, the children did not want to play. They moved about slowly and furtively peered out of the windows.

At last, the first parents came. They were joyfully met by the children and teachers. The fathers and mothers eagerly questioned the teachers about their children, their meals, studies, behavior and ways of spending their hours of leisure.

These talks are one of the important forms of the contact between the boarding school and the parents. Teachers and parents become well acquainted, they exchange observations and ideas. Individual, educational work with fathers and mother is also done.

"Your girl has not yet developed a taste for work" says the teacher to the parents. "Be sure and give her some household chore to do on her day out. Let her see that she is going to be taught to work at home and in school. This is very important, because without work effort, without the inculcation of solid work skills, no good educational results can be achieved."

From talks with teachers and supervisors, the parents learn about their children's marks, they look over their notebooks and drawing albums, they view the finished products of their work in practical arithmetic, botany and needlework. They want to know who are their children's playmates, what games they play and what subjects they take.

These talks are conducted tactfully in a calm and friendly tone. Parents and teachers frankly tell each other about all the joys and sorrows of child-caring, and about good methods of influencing the children, often found by accident and very witty. This kind of atmosphere makes the parents like the school, it fosters a purposeful friendship of adults all

equally interested in good educational results.

The children spend their days off in the family, among their dear ones. This is where the new habits and behavior traits, consistently fostered in the boarding school, are put to the test. Margarita Petrovna, a parent, tells the following story:

"At 6 P.M. on Saturday Stasik and I came home. We sat about talking. Once again, I questioned my son about his teachers, supervisors and fifth-year classmates about his studies and what he does for relaxation. Then I began setting the table. Stasik suddenly said: 'Mother, don't be in a hurry. In school we sup at 8 o'clock in the evening.' His words were so unexpected and at the same time so convincing that I merely replied 'Very well.'"

The following morning my boy made me very happy. It used to be impossible to wake him up, but this time he got up by himself at 7 o'clock aired the room, did his morning setting up exercises, made the bed, tidied up the room, washed himself well and then asked: 'Mom, where is the iron? I think I have time to press my suit before breakfast.' And he did manage to press it. I looked at my son and I thought, fine lad, he has become fond of work, he is neat, disciplined, polite and serious. They bring them up well in the boarding school..."

Many parents note with satisfaction that after a short stay in the boarding school their children give evidence of habits of neatness, cleanliness, diligence and courtesy.

On their free days, the boarding school pupils try to show their families how much they have accomplished.

"In the past, it was impossible to get her to bring water and to clean up the room. But now my Natasha does everything herself, and even shows me how to make a better dinner. She was taught this in the boarding school. Thank you teachers, you are doing a good job" said a worker from a local plant at a parents' meeting at the Korkino Boarding School.

"We were afraid that our children would be spoiled in the boarding school. There were rumors that they would have everything handed to them on a silver platter and would forget how to work" said a father who placed a son and daughter in the boarding-school.

"But I see that they are growing up like real human beings, and they have a good influence on my other children. The teachers are right to train the children to work. We have no need for fine gentlemen in our country. We are a working people and our children should be the same."

During the first months of their work, the teachers noticed that some children were indifferent toward their parents

"Yura's mother is here" announced the monitor in the game room. "Yurka, be off with you, downstairs."

The boy got up reluctantly from the table, ran his fingers through his hair with an impatient gesture, looked fixedly around him and said loudly to a tall gawky teenager who stood by the map: "Vovka, take my place in the game for five minutes. I'll be right back."

In the parents' reception room Antonina Pavlovna was impatiently waiting for her boy. The mother had not seen him for more than two months because she had been away on a mission. Yura finally appeared, wearing a neat brown corduroy suit.

Mother and son greeted each other with a kiss. Antonina Pavlovna wanted to have a good talk with him but was startled to hear him say: "goodbye, Mom. the kids are waiting for me. I gotta go."

"Why so soon?"

"We are playing a game."

"Well, at least take the goodies" said the mother in a trembling voice.

"What have you got there?" asked the boy.

"Sausages, candy, cookies and apples..."

"Give me the candy and the apples and take the rest home. I don't need it, they feed us well here."

Yura said goodbye hastily and ran off.

The supervisor went over to the mother and Antonina Pavlovna told her what she thought, ending with the words: "Children should be made to remember their parents, to continue to respect them, and be capable of filial love and devotion."

Sometimes children refused to go home on their days off, saying, "We are very well off here. There is nothing to do at home."

Some children would go home Saturday night only to return to the boarding school Sunday morning.

This was due to many causes, primarily, the fact that the children have better conditions for study, social work and relaxation at school. There they find themselves in a friendly, happy group of their peers, occupied with interesting and diversified work, games and fascinating doings. Here good traditions of comradeship and friendship are formed, and cordial relations between the child and the student body, and the child and the teachers and supervisors develop.

The teachers endeavor to foster love and respect for parents, and a thoughtful attitude toward the other members of the family. Talks on "Your father and mother," "What you can do for your family," "How did you spend your day at home?" "All kinds of mothers are needed," "Your birthday is your

holiday, your parents' and ours," the organization of class meetings at which parents listen to their children tell about their studies and life in the school, the implementation of parents' days, or as they also call them, open-school days, intra-mural festivals with the participation of parents -- all these educational measures are taken to strengthen and develop the love of children for their parents.

This is how the first birthday celebration was held in the Zlatoust Boarding School.

The student body, the teachers and the parents actively prepared for this day.

Under the guidance of their teachers, the children made gifts for their classmates. Every group secretly prepared a surprise. The parents also helped. They sewed on costumes and helped rehearse the dances and songs. The pupil council sent the parents the following postcards in the name of the pupils and the teachers:

"Dear S. A. and K. L! We congratulate you on Vitya's birthday. We wish you good health and success in your work. We all believe that Vitya will grow up to be a real citizen of our great homeland. Please come to the Birthday Party."

The long awaited day came. Preparations for the party began in the morning. The first to put on their dress uniforms were the birthday boys and girls. They could be recognized at once, from their happy faces. Their friends crowded around them to congratulate them. The parents arrived and were happily met by the children. To the sounds of a march, the children quickly got into formation to accompany the adults to the dining room.

The dining room looked different. In the middle of the room, underneath a large chandelier stood a large well set table. It was decorated with flowers. The birthday boys and girls and their parents were invited to the table.

Everybody sat down quickly. In the hush that followed the director warmly congratulated the birthday children, appealed to them to study better, to join clubs and to endeavor to become worthy pioneers and Komsomol members.

"Let this joyful celebration be our traditional celebration of the solid and wonderful friendship between parents and children. Let the boys and girls love their mothers and fathers, brothers and sisters, grandmothers and grandfathers..

"Dear children and teachers!" said Sasha K.'s mother "it is hard not to be moved at moments such as this -- one feels so much joy, so much happiness. This year, the birthday of my Sasha and his comrades is being celebrated unusually well because we are surrounded by so many friends."

"Children you must truly appreciate the attention and care lavished on you by teachers and supervisors, by our

Communist Party and the Soviet government. You live and study under wonderful conditions, you have a happy childhood made possible by your grandfathers, fathers and mothers.

Study hard and grow up big and clever Sasha, I give you and your friends a birthday gift, the "Constructor" game. All of you together, build new machines. I am sure that many of you will some day be in the vanguard of workers and inventors. Prepare yourselves for this."

The mother kissed her boy hard and gave him a large box - the game. Everybody present clapped with delight.

One after another, pupils come forward from every group. They wish their comrades a happy birthday and give them gifts made with their own hands or bought by the boarding school: here are embroidered handkerchiefs and napkins and games, "Reading Game," "Who is First," and books and a plane and a great deal else.

The congratulatory speeches over, the birthday dinner began when the chef appeared in the dining room.

"Forgive me dear guests and children. We are a little late" says he as he looks around him roguishly, "but we have just finished baking the birthday cakes. Here they are and we hope you'll enjoy them."

The kitchen boys bring in the cakes and place one in front of every birthday boy or girl.

"This is really something!" softly says someone, at one of the tables.

Sash K., the birthday boy, gets up and says loudly, so everyone could hear;

"We want to treat all the guests and all the kids, let us divide up all the cakes into equal shares."

"Right! right!"

One after the other, all 15 birthday cakes were cut up and the birthday boys and girls took the pieces on dessert plates to all the tables for their parents and other children.

After dinner, there was entertainment by the children, a puppet show and games. After a brief rest, the children accompanied by parents teachers and supervisors ascend to the auditorium. Two strict ushers stand in the doorway checking the tickets. But where does one get the tickets? It seems that there is a cashier's window where it is possible for each and everyone to get a ticket.

One need only give his surname, his class, the name and patronymic of one's mummy and daddy (those who came to the party) the name and patronymic of the teacher and supervisor, speak politely to the cashier and not forget to say "please" and "thank you." The serious student cashier does not forgive mistakes and makes the applicant for the ticket try again in the proper manner.

The monitors show everybody to their seats. The best seats are reserved for the birthday children and the parents.

The concert begins with the performance of a shadow play. The title of the play is announced, "Kolobok," [The Dumpling] and the leading artists named. The lights are put out, the screen alone is well lighted. The curtain is parted slowly. "In a certain kingdom, in a certain state there lived..." says the voice of the young narrator. A silhouette of an old woman appears. She approaches a hut in front of which sits an old man. Step by step, the action of the story unfolds.

Then the members of the puppet club began to show their art. The performance went off well to the shared joy of "artists" and spectators. The last number on the program was an act by young gymnasts, dancers, singers, musicians and elocutionists.

"Goodbye pappa" says first-grader Kolya. "Next Sunday, when I come home I shall tell Zhenya all about the party. Until then, don't you tell her anything about it. I am sure they have nothing like this in her school."

"Goodbye, Mummy" says Tanya M. "I am so glad you saw our theater and heard the recitations. I am glad you liked everything."

Such participation by parents in the life of the boarding school, their closeness to the children, their expressions of approval of their efforts and their good wishes play a good role.

Every pretext should be used to teach children love and respect for their parents. Take the International Woman's Day of 8 March. This day was marked in many boarding-schools with morning recitals to which mothers were invited. The children made presents for their mothers. The students of Chelyabinsk School No. 1 of the South-Urals Railroad marked this day with interesting pioneer meetings. The children took a long time to prepare for this event. A competition for the best present for mother was announced. Everybody worked on something, a drawing or a piece of artistic embroidery, the model of a locomotive, a steamboat, a tractor, or an album.

"I made a photograph frame and now I am burning a design on it with an electric needle," confided Igor' K. to his friend.

"I shall embroider a towel for my mother" said Vera to her friend.

In the course of the work, quite spontaneously, a competitive spirit arose: who will make the best gift?

In the evening, there were rehearsals. Children

recited poems about mothers, about the exploits of Soviet women, about the friendship of the peoples of the USSR, and they practiced songs and dances. Excursions to the depot, and to the power station, were organized. There, the children saw the work of the finest women industrial workers. The children wrote many interesting things about women in their pioneer diaries. Distinguished women were invited to the boarding-school and to the pioneer muster.

For Woman's Day the school council and the pioneer unit council sent the mothers letters of congratulation. One of them follows:

"Dear Valentina Sergeyevna!

We congratulate you on International Woman's Day -- The 8 March Day.

We are glad to inform you that your son Vitya and your daughter Yulya are doing well in school and that they are taking active part in the work of the pioneer organization. We wish you good health and continued success in your work for the good of the socialist homeland.

We request the honor of your presence at the pioneer muster in our boarding-school, on 8 March at 6 o'clock in the evening."

Woman's Day came. Before classes began, the pupils congratulated the women teachers on 8 March Day. The classes and the holiday dinner were over quickly. The last preparations for the meeting with parents, distinguished guests and young friends -- the Komsomol members of school No. 17, were concluded.

The children again and again examined their exhibition "What We Are Able to Do," at which all the presents made for the grown-ups were set out. They admired the large photo-montage placed in the center, "Women-Railroad Workers of the Southern Urals."

The parents assembled, followed by the guests -- the distinguished industrial workers.

The pioneer horns resounded. The detachment got into formation, the muster began. The pioneers heard the story of the disfranchised, oppressed position of women in prerevolutionary Russia, the great rights accorded women by the Soviet government, the participation of women in the Great Fatherland War, and their heroic labor now in factories, railroads and the kolkhozes.

The speakers also told about the new labor victories, won on the eve of 8 March Day, and appealed to the children to do better work in school, to be more disciplined and well-mannered, to love and respect their mothers.

"There is nothing in life dearer and nearer than a

mother, her love, her life devoted to her children! Be worthy sons and daughters, keep intact in your hearts the feeling of gratitude to your mothers!" These were the concluding words of one of the mothers.

Then the children told about their studies, about the life of the pioneer collective, about the friendship of the boys and girls, about their mothers and the help they give them when they are home. The children promised to make their parents happy by doing good work in school, by being diligent, by respecting their elders, by taking better care of their parents. In conclusion, they entertained their guests with poems and songs about the Soviet woman, her labor and exploits, and performed a skit on pioneer friendship.

An important type of contact between the boarding school and the family are the school, and especially, the class, parents' meetings.

At class parents meetings the results of the work during the quarter are discussed and the parents' knowledge in the field of Soviet pedagogy and psychology is increased.

The following problems are also discussed at parents' meetings: how to teach children to take good care of public property, how to cope with obstinacy, friendship between boys and girls, the right attitude toward presents etc.

"Some parents" said comrade B. at a parents' meeting at Chelyabinsk Boarding School No. 2, "often bring their children gifts of sweets. At first glance, this may seem to be a good thing, an evidence of maternal care and attention. But should we take another look we shall see the following: Oleg or Larisa are eating something good, the rest of the children are not. They all feel ill-at-ease. The eaters try to hide and eat so no one would see. This leads to individualism and greed. Some children are generous: they share their sweets, but even so there is not enough for everybody, and jealousy and hard-feelings are aroused.

The mother's offer to forbid the direct giving of sweets to children was unanimously supported. It was decided to give the gifts to the supervisor who would distribute them among the pupils.

At another meeting, the problem of the classroom progress of the boarding-school pupils was discussed.

"Practically speaking, we cannot help the children learn" noted comrade P. "However, parents are deeply interested in their children being good students. Hence, we should ask the supervisors to see to it that the children apply themselves more to their homework assignments and to demand conscientious work. On Sundays, the parents should supervise the doing of the homework."

The general school meetings are convened two or three times a year and the discussions there are on broader subjects: the role of the family and the social activities of parents in resolving the basic educational problems of the boarding-school; the election of the school parents' committee; the organization of educational propaganda among the parents; the summing up of the results of educational work and of the work of the school and class parents' committees in covering the past semester or the whole school year. Gradually, in the course of the work of every boarding school, a genuinely helpful parents' aktiv emerged. The work of the aktiv is becoming more and more varied. It is organized by the chairman of the class and school parents' committees and also the administration and the teachers.

The parents' aktiv takes part in the resolution of problems related to the strengthening of the physical-educational base of the boarding school, it fosters respect for learning, helps organize and implement educational programs: parties, recitals, extracurricular work etc. It conducts educational propaganda among parents, and helps public supervision of the work of the dining room, the laundry, the boarding school workshops. The aktiv also assists with excursion to enterprises, and with children's summer health programs etc.

The aktiv in the Bakal' Boarding-School (Bakal' is a workers' settlement in Chelyabinskaya Oblast) works well. The Parents' Committee of Eleven is headed by an old industrial worker, I. V. Korochkin. The Committee has set up three commissions: the economic, the every day and the public dining rooms. These commissions are very helpful in solving many problems.

The economic commission got the fathers to build a log barn at the school garden plot, and also saw to it that a number of other buildings were finished.

The every day life commission helped supply all the children with clothing. It attracted the mothers to work in the sewing room in which the children were learning to sew. The women activists also helped make dresses, jumpers, shorts, shirts, comforter cases and sheets. They helped with the parties.

The commission on dining rooms, periodically furnishes parent monitors in the kitchen and the dining room. The activists supervise the organization of meals at the boarding school and the purchasing of good foodstuffs at the markets.

The parents regularly check the menu for calories and variety of food and the quality of the dishes, they enforce good table manners in the dining room and look into the sanitary conditions in kitchen and dining room. Every ten to 15 days the commission convenes to discuss its findings, that culminate in valuable practical suggestion. The members of the parents committee have had talks with the children: "How were the workers' children raised before and how are they being brought up now?" "From the bottom of our hearts, in simple words, friends, let us talk about mothers," "The Bakal mines after 40 years of the Soviet regime."

It is no accident that the director of the boarding school notes the immense importance of close ties between the school and the parents in resolving economic and educational problems.

In the Serafimovich Boarding School (the town of Serafimovich, Stalingradska Oblast) the teachers, with the help of the parents, organized 18 different clubs.

In many boarding schools, the parents actively assist in the organization of sewing and cutting, handicraft and artistic embroidery circles and of joiners and airplane model clubs. The grandfather pensioners drop in to work with their grandchildren. They teach the children joiners' and locksmiths' skills, gardening and beekeeping.

Another thing the parents' aktiv can do is help organize the work of sponsorship. In this respect, the public-spirited parents of Moscow and Leningrad set a good example. To coordinate the sponsorship activities of the plants and enterprises, trusteeship councils are set up. They take in the managers of the sponsoring enterprises (or their deputies) the officials of Party, trade-union and Komsomol organizations, parent-activists and teachers. The trusteeship councils are a new way of interesting the masses in the problems of Communist education.

By their diversified and helpful activities in the field of boarding school education the councils are earning prestige in the communities in which they do this important and vital work. The work of these councils is constantly improving. The experience of the Moscow and Leningrad citizens was imitated in other cities and districts of our country.

In working on a broad program of family education, the boarding schools propagandized pedagogical knowledge by using forms of work tried and tested in the schools of general education. They are as follows: a) personal talks and conferences by teachers and health officials (in boarding schools and at home), the composing of memorandums and letters on

individual problems of personal hygiene and education, introducing parents to educational literature including the works of the most outstanding Soviet pedagogues, N. K. Krupskaya and A. S. Makarenko, the books in the series "Bibliography for Parents," "To Parents, on Education" et al.). b) Parents' meetings, and lecture bureaus for parents, reports and lectures on problems of Communist education at the workers' meetings at factories and plants, at enterprises and house administrative units and in kolkhozes and sovkhozes, question and answer sessions on educational psychology and seminars and clubs for the parents' aktiv.

Mass forms of educational propaganda are used most often in imparting to parents the knowledge of the basic theory of Soviet pedagogy and psychology. Individual forms are used in resolving concrete educational problems.

These are the first results of the cooperation of boarding schools and families. A great deal is yet to be done, but even now, the parents are convinced of the superiority of the new educational system. The experience of the work of the boarding schools testifies that in the very near future, the country will obtain young people well prepared for life.

Ratified by the Decree of the
Council of Ministers RSFSR
on 13 April 1957, No. 209

Statement on Boarding Schools

1. The Aims and Problems of the Boarding Schools

1. The boarding-school is a school of general education with character-building as well as educational aims. It is a school of a new type called upon to resolve at a higher level the problems of the training of thoroughly well developed, educated builders of Communism.

2. The boarding-schools must establish the most favorable conditions for the thorough intermediate general and polytechnical education of pupils, for the cultivation of high moral qualities, aesthetic tastes and good health and preparation for practical activity in various branches of the national economy.

3. To resolve these problems successfully, the boarding-school consistently implements in its work of upbringing and education the Leninist principle of the relation of school with life and of learning with productive labor.

II. The Opening of the Boarding-Schools

4. The boarding-schools are opened by the Ministry of Education RSFSR, at the request of the ministries of education of the autonomous republics, the kray, oblast and city (cities of the republics under RSFSR jurisdiction) departments of public education with the consent of related councils of ministers of autonomous republics and the executive committee of the Soviet of Workers Deputies within the limits of the established plan, depending on the contingent of students and the network of boarding-schools, given the availability of school buildings with classrooms, dormitories, dining rooms and other premises and a staff of qualified teachers and child supervisors.

5. The boarding-schools are under the jurisdiction of the Ministry of Education of the autonomous republic, kray, oblast or city (cities of the republics under RSFSR jurisdiction) department of public education give the boarding schools daily assistance in selecting qualified cadres, in establishing the work of upbringing and education and the economic side of the life these schools.

In Moscow and Leningrad, the boarding schools are subject to the jurisdiction of the rayon departments of public education.

6. The boarding-schools are ten-year schools. They are attended by children of both sexes between the ages of seven and 18.

At the opening of the boarding school, children are accepted into classes one to nine inclusively. The tenth grade is later organized.

The boarding-schools may also consist of classes one to seven or one to eight, with the subsequent organization of higher classes, as a rule if there are not less than 120 boarding pupils.

All the boarding schools, including those which at the time of their founding do not have classes eight to ten, are classified as secondary schools.

7. The boarding-school must be situated in an area beneficial to the health of the children, and have school and residential buildings, a block housing a kitchen and dining room, athletic facilities, an experimental study area and a garden plot.

The school buildings of the boarding school must include classrooms, laboratories (for the study of physics, biology, chemistry, drafting, machinery, electricity, domestic science etc), study-production workshops (in processing wood and metal, for sewing at al), an auditorium, a gymnasium, a library with a reading room, a broadcasting center, a music room, a teacher's lounge, a teachers' studyroom, a director's office, an office of the manager of studies and a doctor's office, a room for student meetings, a pioneer's room, a recreation hall, and bathrooms and toilets.

The living quarters of the boarding school must include dormitories, group rooms, lounge rooms, a reception room (for the meetings of children with their parents) private rooms for the senior supervisors, and the technical personnel on duty, storerooms, housekeeper's room, washrooms, hygiene rooms, and bath and shower rooms.

8. The boarding-school may include on its grounds a kindergarten and a day nursery.

III. Admission into a Boarding-School

9. Children are enrolled in a boarding-school entirely at the wish of their parents or guardians.

10. Admissions priority belongs to the children of women without husbands, disabled veterans of war and labor orphans and also children from families that lack the necessary conditions for raising them.

Tuition is charged the parents on a sliding scale, in relation to their earnings and in keeping with established rates.

The children are fully supported by the government if they have no parents or in individual cases, if they come

from families with many children in poor circumstances, at the decision of the ispolkom of city and rayon Soviets of Workers Deputies (in the residence area of the children).

11. Children who live in families may attend boarding schools with those children who live in boarding-schools permanently.

12. Applications for admission to the boarding-schools are accepted annually from 1 June to 1 August. The applications are considered from 1 to 10 August. Upon acceptance, registration takes place from 25 to 30 August.

13. To examine the applications and to decide on admission, the Council of Ministers USSR of the autonomous republics, and the ispolkom of the kray oblast or city (cities of the republics under USSR jurisdiction) of Soviets of Workers Deputies, set up a special commission which includes representatives of the Ministry of education of the autonomous republic or the department of public education, the ministry of health of the autonomous republic or the department of health, the director of the boarding school and representatives of social organizations.

Admission of children into the boarding schools is subject to the decrees of the Ministry of Education RSFSR, and the health regulations governing the admission of children into boarding schools, approved by the Ministry of Health RSFSR and the Ministry of Education RSFSR.

At the decision of the Council of Ministers of the autonomous republic, the kray ispolkom or gorispolkom (of cities of republics under RSFSR jurisdiction) the right to set up a commission of admissions to boarding schools may be granted to the ispolkoms of rayon and city (cities of the oblast, kray and republic under ASSR jurisdiction) Soviets of Workers Deputies.

14. Parents who have placed their children in the boarding-school must cooperate with the teaching staff and must take good care of the children's upbringing while they are at home.

Parents see their children on days set by the director of the boarding school.

At the request of parents or guardians, the director of the boarding school may allow the pupils to go home on Sunday, holidays and during vacations.

IV. The Organization of the Work of Education and

Rearing at the Boarding schools

15. The boarding school provides a general secondary education that paves the way to higher or polytechnical education and assures the training of pupils for practical

activity in various branches of the national economy.

The entire work of education and rearing in the boarding-school must be aimed at the training of thoroughly well developed, educated builders of Communism, brought up in the spirit of Soviet patriotism and utter devotion to the homeland, in the spirit of proletarian internationalism and friendship with other nations.

16. The work of education and rearing in the boarding school is built on a foundation of studies consistantly combined with socially useful labor, on the organization of diversified work activity by students starting with elementary types of self-service and every-day household chores up to participation in productive labor in school production workshops, at the school experimental section, at enterprises, in kolkhozes sovkhoses and MTS, in strict conformity with the ages of the children.

17. Learning takes place in the children's native language according to the study plans and programs approved by the Ministry of Education RSFSR.

18. The number of pupils in a class and the number of children in a group is limited to 30.

For labor studies foreign languages and production training, the class is divided into two subgroups, if there are no less than 20 pupils in the class.

19. To enable the pupils to have production practice, to draw them into socially useful labor and to effect greater production specialization, the boarding school is attached to definite enterprises, sovkhoses, MTS, and kolkhozes by agreement with local organizations.

20. The boarding schools use various methods of work ensuring an intelligent and solid assimilation of knowledge by students, stimulating the development of their intellectual capacities and their energies and fostering skills to be used in independent work and ability to make practical use of the knowledge acquired.

In addition to classroom sessions which are the basic form of studies, the boarding schools make extensive use of other forms of educational work; excursions, practical work in workshops and at school experimental stations in production practice at industrial enterprises and in the kolkhozes, MTS and sovkhoses.

21. Physical education in boarding schools is based on the correct organization of the whole regimen of the day, nourishing food, the instilling of hygienic habits, daily morning setting-up exercises, followed by rubdowns and showers and the systematic hardening of the organisms of the students. The students are taught (in keeping with their ages) gymnastic exercises during and after class, and

various types of sports. The program of athletic games and competitions is rounded out by walks and hikes; there are sessions of physical work in the fresh air etc.

22. The aesthetic education of boarding schools students is part and parcel of the entire work of education and rearing, especially at lessons of the indigenous language and literature, singing and drawing, and also through reading guidance and various types of extracurricular work (en masse and in clubs), including the arts and the organization of a chorus and orchestra (string and wind).

23. The boarding schools pay particular attention to the development of the pupils' individual talents and abilities, both in and out of the classroom.

24. The director of the boarding-school decides on the order and regimen of the day ensuring the correct combination of studies, labor and rest.

25. The boarding schools use measures of encouragement and if need be, of punishment, identical with those used in the schools of general education of the Ministry of Education RSFSR.

26. Classes begin on 1 September and end on dates set for all the schools by the Ministry of Education RSFSR.

27. During the summer, the boarding schools organize activities by students at school experimental stations, on the school garden plot and in the kolkhozes and sovkhoses, in combination with rest and health measures (in pioneer, Komsomol, tourist and other camps).

What is left of the summer vacation may be spent with parents, for a period of up to four weeks. Pupils who are unable to stay with their parents or who have no parents, remain at the school and rest under the supervision of their teachers.

28. Graduates of the boarding school are awarded a diploma which indicates, in addition to the evaluation of their general knowledge, what sort of production training they had received.

Graduates of the boarding school are directed by the ispolkoms of the Workers Deputies to work in industrial enterprises, kolkhozes, sovkhoses, MTS, and cultural-educational institutions. They are also assigned to technical schools and other professional educational institutions in conformity with the needs of the national economy and their production training, with consideration given to their wishes and abilities.

Graduates of boarding schools who wish to continue their education in higher or intermediate special educational institutions enter them on the same conditions as other applicants.

V. Organization of the Student Body at Boarding Schools

29. All the pupils of the boarding school constitute a united collective which takes active part in the entire life of the boarding school.

The participation of the collective in various types of socially useful work, in physical education, and in mass-cultural and club activities, is based on the initiative and self-reliance of the pupils and the extensive use of the method of socialist competition.

Collectives at boarding schools are set up according to the principle of classes or dormitory residence, the production work activity, club and circle work, athletics etc.

The initial collectives of students are united into the general school collective which elects a council of the collective of boarding school pupils at a general meeting.

30. The kmosomol organization of the boarding school is established and works on the basis of the statute of the All-Union Leninist Communist Union of Youth.

The organization and work of the Pioneer Detachment of the Boarding school are based on the Statement on Children's Communist Organizations of Young Pioneers imeni V. I. Lenin.

VI. Staff Members of the Boarding Schools

31. The staff and the salary rates of the officials of the boarding school conform to the established typical staffs.

32. The director of the boarding school is appointed from among the best pedagogues, possessing executive abilities, having a degree in education and management experience of not less than 5 years.

The director is responsible for the correct organization of the entire work of education and upbringing, for the labor training of pupils and their preparation for practical activity, for the safety and health of the children and for the economic setup of the boarding school.

The director directs the entire activity of the boarding school in keeping with the principle of one-man-rule, but with the help of the social organizations of the school. The orders of the director are binding on all the staff members.

The director of the boarding school is entitled to make changes in assigning duties to staff members without increasing the staff or the wage fund.

The director is permitted to teach at the boarding school for not more than six hours weekly.

33. The manager of the educational and rearing part of the work, is appointed from among persons who have a degree in education and experience in teaching of not less than five years and who have shown themselves to be good organizers, and pedagogues.

The manager of the department of education and upbringing directly supervises the educational and character-building work of the school as well the methods used in teaching, and is answerable to the director of the boarding school.

The manager of the work of education and upbringing permitted to teach in the boarding school for not more than six hours per week.

34. The teachers and child-supervisors of the boarding school are selected from among the best teachers who are conversant with child-psychology, and the age difference of children, who combine love and attention to children with sensible strictness, and behave in a manner worthy of imitation.

35. A boarding school teacher must be a graduate of a higher or intermediate (for teaching primary grades) school of education.

The teacher is responsible for the quality of teaching and for character-building work and for the prompt carrying out of the plan of studies and programs of subjects which he teaches and the extracurricular work with pupils with which he is entrusted.

36. The senior child-supervisor must have a degree in education and teaching experience of not less than 5 years. The senior supervisor is responsible for the organization of character-building work in the boarding school, for adherence to the regimen of the day and internal rules and regulations and for the children's safety and health.

37. The supervisor must be a graduate of a school of higher or intermediate (for grades I-IV) education.

The supervisors are selected from among those who are able to direct some form of extracurricular work (in physical education, music, singing etc.).

The supervisor attends to the daily tasks of child-rearing. He organizes the independent work of pupils within the group in preparing for classes, he carries out various extracurricular assignments with the active participations of pupils, he enforces obedience to the rules and regulation and the regimen of the school protects the health of the children and sees to it that the materials and equipment assigned to a definite group of children are properly cared for. The supervisor is allowed to teach at the boarding school for not more than six hours weekly.

38. The assistant director is responsible for the economic side of life in the boarding school, for the organization of meals, for the flow of educational material into the school, for the preservation of school property and equipment, for the normal utilization of buildings and rooms and their maintenance, and for the correct use of the school's transportation facilities.

39. The physician and the nurse are appointed and dismissed through the ministries of education of the autonomous republic or department of public education the school is answerable to, at the request of the health organs. The doctor takes care of medical services, he watches over the children's health, and conducts systematic work in the field of prevention and treatment. He examines all the pupils at least twice a year, attends to the timely hospitalization of the sick, supervises the physical development of children, their labor load, the performance of the day's regimen, physical education and athletics, checks the quality of the food and inspects the sanitary conditions of all the premises and the grounds of the boarding school. He conducts educational work in the field of sanitation among pupils and the staff.

40. The manager of the experimental station of the boarding school sees to it that work at the station is properly done; he supervises the organization of practice work by pupils in agriculture, and the setting up of the proper physical base for such work. He sees to it that the rules of safety are strictly observed and bears material responsibility for workshop property.

41. The master (who teaches fifth year students and other senior classes in boarding schools) organizes the pupils' work in educational production workshops and keeps them supplied with proper tools and materials. He organizes the production practice of the students and is responsible for the observance of workshop safety rules; he conducts extracurricular work in his field and bears material responsibility for the condition of workshop property.

42. The director puts the most experienced science teachers at the head of the laboratories.

The heads of the laboratories are responsible for laboratory equipment and for the proper organization of laboratory work.

43. The senior pioneer leader is appointed by the department of public education that has jurisdiction over the boarding school by agreement with the kray, oblast, or city committee of the VLKSM [the Komsomol]. He must have a degree in education and experience in pioneer work.

The senior pioneer leader directs the work of the

pioneer detachment according to the pioneer work plan coordinated with the work done by the teachers of the boarding school.

44. The librarian keeps the library supplied with books; he supervises the servicing of the pupils and the teaching staff with literature, and he works in the field of extracurricular reading. He is financially responsible for the books.

45. The bookkeeper keeps books and is responsible for financial and material accounts. On a par with the director, he is responsible for the correct expenditure of monetary funds and the state of physical and financial accounts.

46. The managing and teaching staff of the boarding schools is appointed by the minister of education of the ASSR, the director of the kray, oblast, city (cities of the republics under RSFSR jurisdiction) department of public education, at the request of the director of the boarding school. The rest of the staff members are appointed by the director of the boarding-school.

VII. The Boarding School Pedagogical Council

47. A pedagogical council is organized in every boarding-school. The composition of the pedagogical council is as follows: the director of the boarding school (the chairman) the manager of the department of education and upbringing, the teachers, the senior pioneer leader, the senior child-supervisor, the child-supervisors, the manager of the experimental station, the master, the assistant director in charge of the economic department, the librarian, the physician and the chairman of the parents committee.

The decisions of the council are in force after they have been approved by the director of the boarding school.

VIII. The Parents Committee and the Committee of Assistance

48. For the sake of a constant and close contact between the boarding school and the parents of the pupils, a parents committee is organized at the boarding school, elected at a parents' meeting.

The chairman of the parents' committee is elected from among its members.

The parents committee draws parents into active participation in the whole work of the boarding school, it helps the school in organizing educational and character-building

work, in production practice, socially useful labor by pupils and extracurricular work.

49. To establish close ties between the boarding school and the social organizations and to draw them into cooperation with the school in setting up the machinery for improving the work of the boarding school, a committee of assistance is established.

The composition of the committee of assistance is as follows: representatives of the rayon or city Soviets of Workers Deputies, Party, Komsomol and trade-union organizations and representatives of sponsoring industrial organizations, sovkhozes, kolkhozes and MTS.

IX. Financing and Accounting

50. The boarding school is financed by the ASSR republic, kray, oblast and city (cities of republic - RSFSR - subordination) budget in conformity with the estimate approved.

In Moscow and Leningrad, the boarding schools are financed according to rayon budgets.

Tuition received for maintaining children in boarding schools is entered in the books as part of the income of the budgets from which the boarding schools are financed.

The income received as a result of the work of pupils in workshops and the garden plot, at enterprises and in kolkhozes, is entered in the books as a special fund of the boarding-school and is used in conformity with the estimate approved by the ministry of education of the ASSR or the related department of public education and registered in financial organs, to improve the diet, and the living conditions and cultural services of the pupils, to expand the workshops and the garden plots and for prizes and awards.

51. The boarding schools enjoy the rights of a legal entity and have a stamp with the state seal of RSFSR and a local stamp.

END

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